

BAY MILLS COMMUNITY COLLEGE

A
CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY
AND RELATED DOCUMENTS

ISSUED BY

**BAY MILLS COMMUNITY COLLEGE
BOARD OF REGENTS
(AUTHORIZING BODY)**

TO

**DETROIT COMMUNITY SCHOOLS
(A PUBLIC SCHOOL ACADEMY)**

July 1, 2014

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**RESOLUTION
&
REAUTHORIZING RESOLUTION**

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
PUBLIC SCHOOL ACADEMY AUTHORIZING BODY

RESOLUTION NO. 12-01

**Public School Academy, School of Excellence and Strict Discipline
Academy Board of Director Method of Selection Resolution**

WHEREAS, MCL 380.503 of the Revised School Code ("Code"), MCL 380.553, and MCL 380.1311e provide that an authorizing body "shall adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors" of each public school academy, school of excellence, and strict discipline academy, respectively, subject to the authorizing body's jurisdiction; and

WHEREAS, the Bay Mills Community College Board of Regents (the "College Board") desires to establish a standard method of selection resolution related to appointments and service of the directors of the governing board of its authorized public school academies, schools of excellence, and strict discipline academies, and

WHEREAS, the College Board has determined that changes to the method of selection process are in the best interest of the College and that such changes be incorporated into all charter contracts issued by the College Board;

NOW, THEREFORE, BE IT RESOLVED, that the policy titled Public School Academy Board of Director Method of Selection dated January 20, 2012, is adopted; and

BE IT FURTHER RESOLVED, that these provisions shall be implemented with new charter contracts and shall be phased in for existing schools as new charter contracts are issued. As of this date, the College Board has not issued any charter contracts for schools of excellence and strict discipline academies, but the method of selection process established by this resolution shall apply to any future school that is authorized. The College's Director of Charter Schools is authorized to implement changes in the terms and conditions of charter contracts to fully execute these provisions.

I, the undersigned, as Secretary of the Bay Mills Community College Board of Regents, do hereby certify the foregoing resolution was adopted by the Bay Mills Community College Board of Regents at a public meeting held on the 20th day of January, 2012, with a vote of 16 for, 0 opposed, and 1 abstaining.

By: 

John Paul Lufkins, Secretary

Dated: January 20, 2012

Public School Academy Board of Director Method of Selection

The Bay Mills Board of Regents ("College Board") declares that the method of selection, length of term, number of board members and other criteria shall be as follows:

Method of Selection and Appointment

The College Board shall prescribe the methods of appointment for members of the Academy Board. The College's Director of Charter Schools is authorized to develop and administer an Academy Board selection and appointment process that includes a *Public School Academy Board Member Appointment Questionnaire* and is in accord with these provisions:

1. Except as provided in paragraph 4 below, the College Board shall appoint the initial and subsequent Academy Board of Directors by formal resolution. The College's Director of Charter Schools shall recommend nominees to the College Board based upon a review of the nominees' *Public School Academy Board Member Appointment Questionnaire* and resume. Each nominee shall be available for interview by the College Board or its designee. The College Board may reject any and all Academy Board nominees proposed for appointment.
2. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. The Academy Board shall recommend to the Director of Charter Schools at least one nominee for each vacancy. Nominees shall submit the *Public School Academy Board Member Appointment Questionnaire* for review by the College's Charter Schools Office. The Director of Charter Schools may or may not recommend appointment of a nominee submitted by the Academy Board. If the Director of Charter Schools does not recommend the appointment of a nominee submitted by the Academy Board, he/she may select and recommend another nominee or may request the Academy Board submit a new nominee for consideration.
3. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.
4. Under exigent conditions, and with the approval of the College Board's Chair, the College's Director of Charter Schools may appoint a qualified individual to serve as a member of the Academy Board. All appointments made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under the exigent conditions provision.

Dated: January 20, 2012

Length of Term

The director of an Academy Board shall serve at the pleasure of the College Board. Terms of the initial position of an Academy's Board of Directors shall be staggered in accordance with *The Academy Board of Director Table of Staggered Terms and Appointments* established and administered by the College's Charter Schools Office. Subsequent appointments shall be for a term of office not to exceed three (3) years, except as prescribed by *The Academy Board of Director Table of Staggered Terms and Appointments*.

Number of Directors

The number of board member positions shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the College Board. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the College Board or the College's Director of Charter Schools may deem that failure an exigent condition.

A vacancy may be left on the initial Academy Board for a parent or guardian representative to allow sufficient time for the Academy Board to interview and identify potential nominees.

Qualifications of Members

To be qualified to serve on an Academy's Board of Directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the State of Michigan; (c) submit all materials requested by the College's Charter Schools Office including, but not limited to, the *Public School Academy Board Member Appointment Questionnaire* which must include authorization to process a criminal background check of the nominee; and (d) submit annually a conflicts of interest disclosure as prescribed by the College's Charter Schools Office.

The member of the Academy Board of Directors shall include (1) at least one parent or guardian of a child attending the school; and (2) one professional educator, preferably a person with school administrative experience. The Academy's Board of Directors shall include representation from the local community in which the Academy serves.

The members of the Academy's Board of Directors shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) Academy employees or independent contractors performing services for the Academy; (3) any current or former director, officer, or employee of a management company that contracts with the Academy; and (4) College officials or employees.

Oath of Public Office

Before beginning their service, all members of the Academy's Board of Directors shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be

Dated: January 20, 2012

filed with the College's Charter Schools Office. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

Removal and Suspension

If at anytime the College Board determines that an Academy Board member's service is no longer necessary, then the College Board may remove an Academy Board member with or without cause by notifying the affected Academy Board member. The notice shall specify the date when the Academy Board member's service ends. Any Academy Board member may also be removed by a two-thirds (2/3) vote of the Academy Board for cause.

With the approval of the College Board Chair, the College's Director of Charter Schools may suspend an Academy Board member's service, if in his/her judgment the member's continued presence would constitute a risk to persons or property, or would seriously impair the operations of the Academy. Any suspension made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any suspension made under this provision.

Tenure

Each Academy Board member shall hold office until the member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Resignation

Any Academy Board member may resign at any time by providing written notice to the Academy or the College's Charter Schools Office. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board, the College Board, or the College's Director of Charter Schools, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method of selection adopted by the College Board.

Board Vacancies

An Academy Board vacancy shall occur because of death, resignation, replacement, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as specified in the Code.

Compensation

Academy Board members shall serve as volunteer directors and without compensation for their respective services. By resolution of the Academy Board, the Academy Board

Dated: January 20, 2012

members may be reimbursed for their reasonable expenses incidental to their duties as Academy Board members.

Dated: January 20, 2012

**CONTRACT TERMS
AND CONDITIONS**

TERMS AND CONDITIONS

OF CONTRACT

DATED: JULY 1, 2014

ISSUED BY

THE BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS

TO

DETROIT COMMUNITY SCHOOLS

CONFIRMING THE STATUS OF

DETROIT COMMUNITY SCHOOLS

AS A

PUBLIC SCHOOL ACADEMY

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WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Legislature has delegated to the governing boards of state public universities, community college boards, including tribally controlled community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, the Bay Mills Community College Board of Regents has considered the authorization of the Academy and has approved the issuance of a contract to the Academy;

NOW, THEREFORE, pursuant to the Revised School Code, the College Board grants a contract conferring certain rights, franchises, privileges, and obligations of a public school academy and confirms the status of a public school academy in this state to the Academy. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions:

ARTICLE I

DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (a) "Academy" means the Michigan nonprofit corporation named Detroit Community Schools which is established as a public school academy pursuant to this Contract.
- (b) "Academy Board" means the Board of Directors of the Academy.
- (c) "Applicable Law" means all state and federal law applicable to public school academies.
- (d) "Application" means the public school academy application and supporting documentation submitted to the College Board for the establishment of the Academy and supplemented by material submitted pursuant to the College Board's requirements for reauthorization.

- (e) "Authorizing Resolution" means the Resolution adopted by the College Board on June 27, 2014.
- (f) "Charter Schools Office Director" or "CSO Director" means the person designated by the College Board to administer the operations of the Charter Schools Office.
- (g) "Charter Schools Office" or "CSO" means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is also responsible for administering the College Board's responsibilities with respect to the Contract.
- (h) "Code" means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.
- (i) "College" means Bay Mills Community College, a federally tribally controlled community college that is recognized under the tribally controlled colleges and universities assistance act of 1978, 25 USC 1801 et seq., and which has been determined by the Michigan Department of Education to meet the requirements for accreditation by a recognized regional accreditation body.
- (j) "College Board" means the Bay Mills Community College Board of Regents, an authorizing body as designated under Section 501 of the Code, MCL 380.501 et seq.
- (k) "College Board Chairperson" means the Chairperson of the Bay Mills Community College Board of Regents or his or her designee. In Section 1.1(l) below, "College Board Chairperson" means the Board Chairperson of the Bay Mills Community College Board of Regents.
- (l) "College Charter Schools Hearing Panel" or "Hearing Panel" means such person(s) as designated by the College Board Chairperson.
- (m) "Contract" means, in addition to the definition set forth in the Code, these Terms and Conditions, the Authorizing Resolution, the Resolution, the Master Calendar, the ESP Policies, the Schedules, and the Application.
- (n) "Director" means a person who is a member of the Academy Board of Directors.
- (o) "Educational Service Provider" or "ESP" means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the CSO Director for review as provided in

Section 11.11 and has not been disapproved by the CSO Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.

- (p) “Educational Service Provider Policies” or “ESP Policies” means those policies adopted by the Charter Schools Office Director that apply to a Management Agreement. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the ESP Policies. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (q) “Fund Balance Deficit” means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing from, or monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.
- (r) “Management Agreement” or “ESP Agreement” means an agreement as defined under section 503c of the Code, MCL 380.503c, that has been entered into between an ESP and the Academy Board for the operation and/or management of the Academy, which has been submitted to the CSO Director for review as provided in Section 11.11, and has not been disapproved by the CSO Director.
- (s) “Master Calendar” or “MCRR” means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain financial, administrative, facility, Academy Board and educational information relating to the Academy. The Charter Schools Office Director may, at anytime and at his or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (t) “President” means the President of Bay Mills Community College or his or her designee.
- (u) “Resolution” means the resolution adopted by the College Board on January 20, 2012, establishing the standard method of selection, length of

term and number of members format for public school academies issued a Contract by the College Board, as amended from time to time.

- (v) “Schedules” means the following Contract documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description, and Schedule 7: Required Information for Public School Academies.
- (w) “State Board” means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.
- (x) “Terms and Conditions” means this document entitled “Terms and Conditions of Contract, Dated July 1, 2014, Issued by the Bay Mills Community College Board of Regents to Detroit Community Schools Confirming the Status of Detroit Community Schools as a Public School Academy.”

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Statutory Definitions. Statutory terms defined in Part 6A of the Code shall have the same meaning in this Contract.

Section 1.5. Schedules. All Schedules to this Contract are incorporated into, and made part of, this Contract.

Section 1.6. Application. The Application submitted to the College Board for the establishment of the Academy is incorporated into, and made part of, this Contract. Portions of the Applicant’s Application have been incorporated into this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.7. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Resolution shall control over any other conflicting language in the Contract; (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Resolution and the Authorizing Resolution; and (iv) the Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Resolution, Authorizing Resolution and these Terms and Conditions.

ARTICLE II

RELATIONSHIP BETWEEN THE ACADEMY AND THE COLLEGE BOARD

Section 2.1. Independent Status of Bay Mills Community College. The College Board is an authorizing body as defined by the Code. In approving this Contract, the College Board voluntarily exercises additional powers given to the College Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the College Board's autonomy or powers and the Academy shall not be deemed to be a part of the College Board or the College.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the College Board or the College. The relationship between the Academy and the College Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the College Board and the Academy, if applicable.

Section 2.3. Financial Obligations of the Academy Are Separate From the State of Michigan, College Board and the College. Any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the College Board, or the College. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the College Board or the College shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.4. Academy Has No Power To Obligate or Bind State of Michigan, the College Board or the College. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, College Board or the College, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, College Board or the College in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

ROLE OF THE COLLEGE BOARD AS AUTHORIZING BODY

Section 3.1. College Board Resolutions. The College Board has adopted the Resolution providing for the method of selection, length of term, number of Directors and the qualification of Directors. The College Board has adopted the Authorizing Resolution which approves the issuance of this Contract. The Resolution and the Authorizing Resolution are hereby incorporated into this Contract as Exhibit A. At anytime and at its sole discretion, the College Board may amend the Resolution. Upon College Board approval, changes to the

Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

Section 3.2. College Board as Fiscal Agent for the Academy. The College Board is the fiscal agent for the Academy. As fiscal agent, the College Board assumes no responsibility for the financial condition of the Academy. The College Board is not liable for any debt or liability incurred by or on behalf of the Academy, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the College Board shall promptly, within five (5) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the College Board for the benefit of the Academy. The responsibilities of the College Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

Section 3.3. Oversight Responsibilities of the College Board. The College Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the College Board are set forth in the Oversight Agreement executed by the parties and incorporated herein as Schedule 4.

Section 3.4. Reimbursement of College Board Expenses. The Academy shall pay the College Board an administrative fee to reimburse the College Board for the expenses associated with the execution of its authorizing body and oversight responsibilities. The terms and conditions of the administrative fee are set forth in Schedule 4.

Section 3.5. College Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the College Board. The Academy shall submit a written request to the College Board describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. Provided the Academy Board submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to give express written permission for the acquisition at its next regular meeting.

Section 3.6. Authorization of Employment. The College Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. Additionally, the Academy Board shall require each individual who works at the Academy to disclose to the Academy Board any other public school or educational service provider at which that individual works or to which that individual provides services. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the College for any purpose. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation

insurance and unemployment insurance for its employees. The Academy shall ensure that the term or length of any employment contract or consultant agreement does not extend beyond the Contract Term and shall terminate in the event this Contract is revoked or terminated. In no event may an employee's employment contract term, inclusive of automatic renewals, extend beyond the current Contract Terms.

Section 3.7. Code Requirements for College Board to Act as Authorizing Body. The College Board has complied with the requirements of Section 1475 of the Code, and will continue to comply with the Code during the term of this Contract.

Section 3.8. College Board Subject to Open Meetings Act. As required by Section 1475 of the Code, College Board meetings conducted for the purpose of carrying out or administering any authorizing body function shall be administered in accordance with the Open Meetings Act, MCL 15.261 et seq.

Section 3.9. College Board Authorizing Body Activities Subject to Freedom of Information Act. As required by Section 1475 of the Code, all authorizing body functions performed by the College Board shall be subject to public disclosure in accordance with the Freedom of Information Act, MCL 15.231 et seq.

Section 3.10. College Board Review of Certain Financing Transactions. In the event that the Academy desires to finance the acquisition, by lease, purchase, or other means, of facilities or equipment, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., then Academy shall obtain prior review for such financing from the College Board. The Academy shall submit a written request to the College Board describing the proposed financing transaction, and the facilities or equipment to be acquired with the proceeds thereof. Provided the Academy submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to disapprove the proposed financing transaction at the next meeting. If the proposed transaction is not disapproved, the College Board may still condition the decision not to disapprove on compliance by the Academy and any lender, lessor, seller or other party with such terms as the College Board deems appropriate under the circumstances. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into by the Academy if the proposed transaction is disapproved by the College Board. By not disapproving a proposed transaction, the College Board is in no way giving approval of the proposed transaction, or representing that the Academy has the ability to meet or satisfy any of the terms or conditions thereof.

Section 3.11. Authorizing Body Contract Authorization Process. Pursuant to the Code, the College Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract Term set forth in Section 12.9 without any further action of either the Academy or the College Board. The Academy shall seek a new

contract by making a formal request to the College Board in writing at least two years prior to the end of the current Contract Term. The College Board shall provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the College Board. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the College Board as the most important factor of whether to issue or not issue a new contract. The College Board, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need for any amendment to the Contract. Consistent with the Code, the College Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 3.12. College Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the College Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the College Board determines that the Academy meets the College Board's and the Code's eligibility criteria for applying to converting the Academy to a School of Excellence, then the College Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the College Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

ARTICLE IV

REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 4.1. Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a body corporate authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2. Other Permitted Activities. Consistent with the provisions of this Contract, the Academy is permitted to engage in lawful activities that are not in derogation of the Academy's mission and status of operating a public school academy or that would not jeopardize the eligibility of the Academy for state school aid funds.

Section 4.3. Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Contract Schedule 2: Bylaws. As set forth in the

Resolution, a Director serves at the pleasure of the College Board, and may be removed with or without cause by the College Board at any time.

Section 4.4. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

- (a) An individual simultaneously serving as an Academy Board member and as an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider or an employee leasing company, or a subcontractor to an Educational Service Provider or an employee leasing company that has an ESP agreement with the Academy;
- (b) An individual simultaneously serving as an Academy Board member and an Academy employee;
- (c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;
- (d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school; and
- (e) An individual simultaneously serving as an Academy Board member and a College official, employee, or paid consultant, as a representative of the College.

Section 4.5. Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

- (a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:
 - (i) Is employed by the Academy;
 - (ii) Works at or is assigned to the Academy;
 - (iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company.

- (b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this sub-section, familial relationship means a person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner.

Section 4.6. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 4.7. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign and file the constitutional oath of office with the Charter Schools Office.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operated as a public school academy corporation organized under the Michigan Nonprofit Corporation Act, as amended, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws. Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of Part 6A of the Code or other Applicable Law.

Section 5.2. Articles of Incorporation. The Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy. Any subsequent amendments to the Academy's Articles of Incorporation shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.3. Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.4. Quorum. Notwithstanding any document in the Contract that is inconsistent with this Section, including the Academy's Articles of Incorporation and Bylaws, a quorum of the Academy Board that is necessary to transact business and to take action shall be a majority of the Academy Board members as set by the Authorizing Resolution.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 7a. The Academy shall have four officers: President, Vice-

President, Secretary and Treasurer. The officer positions shall be filled by persons who are members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2. Educational Goals. The Academy shall pursue the educational goals identified in Schedule 7b. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils.

Section 6.3. Educational Programs. The Academy shall deliver the educational programs identified in Schedule 7c.

Section 6.4. Curriculum. The Academy shall implement and follow the curriculum identified in Schedule 7d.

Section 6.5. Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7e. To the extent applicable, the pupil performance of the Academy shall be assessed using at least the Michigan Education Assessment Program (MEAP) test or the Michigan Merit Examination (MME) designated under the Code. The Academy shall provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

- (a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the Charter Schools Office;
- (b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the College Board may reasonably request;
- (c) an annual education report in accordance with the Code;
- (d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration, or a program of testing approved by the Charter Schools Office Director; and
- (e) all tests required under Applicable Law.

Section 6.6. Application and Enrollment of Students. The Academy shall comply with the application and enrollment policies identified in Schedule 7f. With respect to the Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the Charter Schools Office that demonstrates the following:

- (a) The Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and
- (b) The Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils at times in the evening and on weekends.

Section 6.7. School Calendar and School Day Schedule. The Academy shall comply with the school calendar and school day schedule guidelines as set forth in Schedule 7g.

Section 6.8. Age or Grade Range of Pupils. The Academy shall comply with the age and grade ranges as stated in Schedule 7h.

Section 6.9. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.10. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles and accounting system requirements that comply with the State School Aid Act of 1979, as amended, and applicable State Board of Education and Department of Education rules.

Section 6.11. Annual Financial Statement Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. In accordance with timeframes set forth in the Master Calendar, the Academy shall submit one (1) copy of the annual financial statement audit, auditor's management letters and any responses to auditor's management letters to the Charter Schools Office.

Section 6.12. Address and Description of Physical Plant; Process for Expanding Academy's Site Operations. The address and description of the physical plant for the Academy is set forth in Schedule 6. With the approval of the College Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board.

The College Board's process for evaluating and approving the same configuration of age or grade levels at more than one (1) site is as follows:

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the CSO a contract amendment, in a form and manner determined by the CSO. The contract amendment shall include all information requested by the CSO, including detailed information about the site, the Academy's proposed operations at the site and the information provided in Contract Schedules 4, 5, 6 and 7. Upon receipt of a complete contract amendment, the CSO Director shall review the contract amendment and make a recommendation to the College Board on whether the Academy's request for site expansion should be approved. A positive recommendation by the CSO Director of the contract amendment shall include a determination by the CSO Director that the Academy is operating in compliance with the Contract and is making measureable progress toward meeting the Academy's educational goals. The College Board may consider the Academy Board's site expansion request contract amendment following submission by the CSO Director of a positive recommendation. If the College Board approves the Academy Board's site expansion request contract amendment, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The College Board reserves the right to modify, reject or approve any site expansion request contract amendment in its sole and absolute discretion.

Section 6.13. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the College or the College Board.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The Academy shall perform the compliance certification duties required by the College Board and outlined in the Oversight Agreement set forth as Schedule 4. In addition to the College Board's oversight responsibilities and other reporting requirements set forth in this Contract, the Academy's compliance certification duties shall serve as the method for monitoring the Academy's compliance with Applicable Law and its performance in meeting its educational goals.

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be incorporated into Schedule 7 by contract amendment pursuant to Article IX of these Terms and Conditions. Until the matriculation agreement is incorporated into the Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Section 6.17. Postings of AYP and Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the adequate yearly progress status and accreditation status of each school in accordance with section 1280E of the Code, MCL 380.1280E.

ARTICLE VII

TUITION PROHIBITED

Section 7.1. Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by law.

ARTICLE VIII

COMPLIANCE WITH PART 6A OF THE CODE AND OTHER LAWS

Section 8.1. Compliance with Part 6A of the Code. The Academy shall comply with Part 6A and other parts of the Code that apply to public school academies.

Section 8.2. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, the Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended from time to time.

Section 8.3. Open Meetings Act. The Academy Board shall conduct all of its meetings in accordance with the Open Meetings Act, Act No. 267 of the Public Acts of 1976, as amended, being Sections 15.261 to 15.275 of the Michigan Compiled Laws.

Section 8.4. Freedom of Information Act. The records of the Academy shall be records subject to the provisions of the Freedom of Information Act ("FOIA"), Act No. 442 of the Public Acts of 1976, as amended, being Sections 15.231 to 15.246 of the Michigan Compiled Laws. The Academy Board shall designate a freedom of information coordinator to assure compliance with FOIA and other applicable law providing for public disclosure or for protection of privacy.

Section 8.5. Public Employees Relation Act. As required by the Code, the Academy shall comply with Act No. 336 of the Public Acts of 1947, being Sections 423.201 to 423.217 of the Michigan Compiled Laws. Organizational efforts and collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 8.6. Prevailing Wage on State Contracts. As required by the Code, the Academy shall comply with the Prevailing Wage on State Contracts statute, Act No. 166 of the Public Acts of 1965, being Sections 408.551 to 408.558 of the Michigan Compiled Laws.

Section 8.7. Uniform Budgeting and Accounting Act. The Academy shall comply with the Uniform Budgeting and Accounting Act, Act No. 2 of the Public Acts of 1968, being MCL 141.421 to 141.440a.

Section 8.8. Revised Municipal Finance Act of 2001. With respect to the Academy's borrowing money and issuance of bonds, the Academy shall comply with Part VI of the Revised Municipal Finance Act of 2001, Act No. 34 of the Public Acts of 2001, being MCL 141.2601 to 141.2613 of the Michigan Compiled Laws.

Section 8.9. Non-discrimination. The Academy shall be separately responsible for compliance with applicable laws pertaining to equal opportunity and anti-discrimination laws such as the Elliott-Larsen Civil Rights Act, Act No. 453 of the Public Acts of 1976, as amended, being MCL 37.2101 to 37.2804, the Michigan Handicappers' Civil Rights Act, Act No. 22 of the Public Acts of 1976, as amended, being MCL 37.1101 to 37.1607, and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 et seq. or any successor law.

Section 8.10. Other State Laws. The Academy shall comply with other state laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state law to the Academy.

Section 8.11. Federal Laws. The Academy shall comply with federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other federal law to the Academy.

ARTICLE IX

AMENDMENT

Section 9.1. Amendments. The College Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational outcomes over time will require amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the College Board as an authorizing body, the parties have established a flexible process for amending this Contract.

Section 9.2. Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the College Board through its designee. Except as provided in Section 6.12 of these Terms and Conditions, the College Board delegates to the CSO Director the review and approval of changes or amendments to this Contract. In the event that a proposed change is not accepted by the CSO Director, the College Board shall consider and vote upon a change proposed by the Academy following an opportunity for a presentation to the College Board by the Academy.

Section 9.3. Process for Amendment Initiated by the College Board. The College Board, or an authorized designee, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The College Board delegates to the CSO Director the review and approval of changes or amendments to this Contract. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the College Board upon a majority vote of the Academy Board.

Section 9.4. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the College Board or the CSO Director. If the proposed amendment conflicts with any of the College Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the College Board.

Section 9.5. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends rights, the responsibilities or obligations of either the Academy or the College Board, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the College Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.6. Emergency Action on Behalf of College Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the College Board. An emergency situation shall be deemed to occur if the Charter Schools Office Director, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take

place before the next meeting of the College Board. Upon the determination that an emergency situation exists, the Charter Schools Office Director may temporarily take action on behalf of the College Board with regard to the Academy or the Contract, so long as such action is in the best interest of the College Board and the Charter Schools Office Director consults with the College Board Chairperson or the College President prior to taking the intended actions. When acting during an emergency situation, the Charter Schools Office Director shall have the authority to act in place of the College Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the College Board; or (b) the next meeting of the College Board. The Charter Schools Office Director shall immediately report such action to the College Board for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the College Board, becomes permanent.

ARTICLE X

CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1. Termination by the Academy. At any time, for any reason, the Academy Board may terminate this Contract before the end of the Contract Term by presenting to the College Board a certified resolution requesting termination. Unless otherwise agreed to by the College Board and the Academy Board, this Contract shall terminate at the end of the school year in which the Contract termination is requested.

Section 10.2. Termination by College Board. The College Board may terminate this Contract before the end of the Contract Term as follows:

- (a) Termination Without Cause. Except as otherwise provided in subsections (b) or (c), the College Board, in its sole discretion, reserves the right to terminate this Contract before the end of the Contract Term for any reason provided that such termination shall not take place less than one (1) year from the date of the College Board's resolution approving such termination. The Charter Schools Office shall provide notice of the termination to the Academy. If during the period between the College Board's action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the College Board may elect to initiate suspension or revocation of the Contract as set forth in this Article X.
- (b) Termination Caused by Change in Applicable Law. Following issuance of this Contract, if there is a change in Applicable Law that the College Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the College Board to make changes in the Contract that are not in the best interest of the College Board or the College, then the College Board may terminate the Contract at the end of the Academy's school fiscal year in which the College Board's decision to terminate is adopted. For purposes of this section, a change in Applicable Law includes without limitation the following:

- (i) the issuance of an order by the Superintendent of Public Instruction, pursuant to section 1280c of the Code, placing the Academy under the supervision of the State School Reform/Redesign Officer; or
 - (ii) the development of, or changes to, a redesign plan by the Academy pursuant to Section 1280c of the Code.
- (c) Automatic Termination Caused By Placement of Academy in State School Reform/Redesign School District. If the Academy is notified by the State that the Academy will be placed in the State School Reform/Redesign School District pursuant to Section 1280c of the Code, then the College Board may terminate this Contract at the end of the current school year.

The revocation procedures in Section 10.6 shall not apply to a termination of this Contract under this section.

Section 10.3. Contract Suspension. The College Board's process for suspending the Contract is as follows:

- (a) Charter Schools Office Director Action. If the CSO Director determines that probable cause exists to believe that the Academy Board (i) has placed staff or students at risk; (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property; (iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities; (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6; (v) has willfully or intentionally violated this Contract or Applicable Law; or (vi) has violated Section 10.5(e) or (f), the CSO Director may immediately suspend the Contract, pending completion of the revocation procedures set forth in Section 10.6. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.
- (b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a decision by the CSO Director to suspend the Contract, shall be retained by the College Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury upon request.
- (c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Charter Schools Office Director,

continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in Section 10.6(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The College Board shall proceed to consider the Hearing Panel's recommendation in accordance with Section 10.6(f) through (h).

Section 10.4. Statutory Grounds for Revocation. In addition to the grounds for an automatic revocation of the Contract as set forth in Section 10.8, this Contract may also be revoked by the College Board upon a determination by the College Board, pursuant to the procedures set forth in Section 10.6, that one or more of the following has occurred:

- (a) Failure of the Academy to demonstrate improved pupil achievement for all groups of pupils or meet the educational goals set forth in the Contract;
- (b) Failure of the Academy to comply with all Applicable Law;
- (c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or
- (d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.5. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.4 and the grounds for an automatic revocation of the Contract set forth in Section 10.8, the College Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- (a) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;
- (b) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;
- (c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract or a prior contract issued by the College Board if the College Board discovers the default after the prior contract has terminated;

- (d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the CSO's approval;
- (e) The Charter Schools Office Director discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract;
- (f) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the CSO in connection with the College Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.
- (g) The Academy violates the site restrictions set forth in the Contract or the Academy operates at a site or sites without the prior written authorization of the College Board; or
- (h) The College Board, its Trustees, officers, employees, agents or representatives are not included as third party beneficiaries under any Management Agreement entered into by the Academy for purposes of indemnifying such parties in accordance with Section 11.10 of the Terms and Conditions.

Section 10.6. College Board Procedures for Revoking Contract. The College Board's process for revoking the Contract is as follows:

- (a) Notice of Intent to Revoke. The CSO Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.
- (b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the CSO Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or

Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the CSO Director prior to a review of the Academy Board's response.

- (c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO Director is permitted to adopt, modify or reject any of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the CSO Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.
- (d) Plan of Correction May Include Conditions to Satisfy College Board's Contract Reconstitution Authority. As part of the Plan of Correction, the CSO Director may reconstitute the Academy in an effort to improve student educational performance and to avoid interruption of the educational process. An attempt to improve student educational performance may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board; (ii) termination of at-will board appointments of 1 or more Academy Board members; (iii) withdrawal of the Academy's authorization to contract with an ESP; or (iv) the appointment of a new Academy Board or a conservator/ trustee to take over operations of the Academy. The CSO shall notify the Superintendent of Public Instruction of any Plan of Correction that includes a reconstitution of the Academy to ensure that the Academy is not included on the list of school buildings subject to automatic closure under section 1280c of the Code.
- (e) Request for Revocation Hearing. The CSO Director may initiate a revocation hearing before the College Charter Schools Hearing Panel if the CSO Director determines that any of the following has occurred:
 - (i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);
 - (ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;

- (iii) the Academy Board's response admits violations of the Contract or Applicable Law which the CSO Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the CSO Director determines that a Plan of Correction cannot be formulated;
- (iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;
- (v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);
- (vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or
- (vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The CSO Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

- (f) Hearing before College Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the CSO Director's request for Contract revocation, and to make a recommendation to the College Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the CSO Director and shall not last more than three hours. The hearing shall be transcribed by a court reporter and the cost of the court reporter shall be divided equally between the College and the Academy. The CSO Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the CSO Director and the Academy Board. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the College Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the College Board.

- (g) College Board Decision. If the Hearing Panel's recommendation is submitted to the College Board at least fourteen (14) days before the College Board's next formal session, the College Board shall consider the Hearing Panel's recommendation at its next formal session and vote on whether to revoke the Contract. The College Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The College Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The College Board may waive the fourteen (14) day submission requirement or hold a special formal session to consider the Hearing Panel's recommendation. A copy of the College Board's decision shall be provided to the Charter Schools Office, the Academy Board and the Michigan Department of Education.
- (h) Effective Date of Revocation. If the College Board votes to revoke the Contract, the revocation shall be effective on the date of the College Board's act of revocation, or at a later date as determined by the College Board.
- (i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the College Board to revoke the Contract, may be withheld by the College Board or returned to the Michigan Department of Treasury upon request.

Section 10.7. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Chippewa County, Michigan, the Michigan Court of Claims or the Federal District Court for the Western District of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.7. This Section 10.7 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.3 of these Terms and Conditions.

Section 10.8. Automatic Amendment or Revocation by State of Michigan. If the College Board is notified by the Superintendent of Public Instruction that the Academy is subject to closure under Part 6A of the Code ("State's Automatic Closure Notice"), and the Academy is currently not undergoing a reconstitution as part of a Plan of Correction developed under Section 10.6, then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice. If the State's Automatic Closure Notice includes all of the Academy's existing sites,

then this Contract shall automatically be revoked at the end of the current school year in which the notice is received without any further action of the College Board or the Academy. The College Board's revocation procedures set forth in Section 10.6 do not apply to an automatic revocation initiated by the State.

Following receipt of the State's Automatic Closure Notice, the College Board shall forward a copy of the State's Automatic Closure Notice to the Academy Board and request a meeting with Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in the State's Automatic Closure Notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Revocation Notice shall be directed to the Superintendent of Public Instruction, in a form and manner determined by that office or the Michigan Department of Education.

Section 10.9. Material Breach of Contract. The issuance of an order by the Superintendent of Public Instruction, pursuant to section 1280c of the Code, placing the Academy under the supervision of the State School Reform / Redesign Officer, shall constitute a material breach of this Contract. Following the issuance of the order, the College Charter Schools Office shall notify the Academy of the material breach and request a meeting with Academy Board representatives to discuss the matter. To remedy the material breach, the Academy shall work toward the development of a corrective action plan that is acceptable to the College Charter Schools Office. In addition to other matters, the corrective action plan shall include the Academy's redesign plan prepared pursuant to section 1280c of the Code. The development of a corrective action plan under this Section 10.9 shall not in any way limit the rights of the College Board to terminate, suspend or revoke this Contract.

Section 10.10. Appointment of Conservator/Trustee. Notwithstanding any other provision of the Contract, when the College Board or the CSO Director determines that the health, safety, educational or economic interest of the Academy or its students is at risk, the College Board or CSO Director may take immediate action against the Academy pending completion of the process described in Section 10.6. The College Board or the CSO Director may appoint a conservator/ trustee to manage the day-to-day operations of the Academy in place of the Academy Board. A conservator/ trustee appointed by the College Board or the CSO Director shall have all the powers and authority of the Academy Board under this Contract and Applicable Law. Upon the appointment of a conservator/ trustee, the appointment and term of office for each Academy Board member shall be suspended and the conservator/ trustee shall act in place of the Academy Board until the College Board or the CSO Director determine that a conservator/trustee is no longer necessary. If this section has been implemented and the Hearing Panel under Section 10.6 determines the revocation to be appropriate, the revocation shall become effective immediately upon the College Board's decision.

Section 10.11. Academy Dissolution Account. If the College Board terminates, revokes or fails to issue a new Contract to the Academy, the CSO Director shall notify the Academy that, beginning thirty (30) days after notification of the College Board's decision, the College Board shall direct up to \$10,000 from each subsequent State School Aid Fund payment, not to exceed a combined total of \$30,000, to a separate Academy account ("Academy Dissolution Account") to

be used exclusively to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the CSO Director's notice, the Academy Board Treasurer shall provide the CSO Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind-up and dissolution expenses have been satisfied.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. The Academy Budget. The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421, et seq. By July 1st of each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within 10 business days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverages:

- (a) real and personal property insurance covering all of the Academy's real and personal property, whether owned or leased;
- (b) a minimum of general liability insurance of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- (c) minimum automobile insurance coverage of one million dollars (\$1,000,000) (combined single limit for each accident);
- (d) workers' compensation insurance or "workers' compensation without employees if any insurance";
- (e) School Leaders Liability insurance of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate; and
- (f) Employee Dishonesty Insurance of five hundred thousand dollars (\$500,000).

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association

provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall list the College and the College Board on the insurance policies as an additional insured on insurance coverages listed in (b), (c) and (e) above. The Academy shall have a provision included in all policies requiring notice to the College Board, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the Academy shall provide copies of all insurance policies required by this Contract on site for inspection by the College Board or its designee.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the College Board, or its designee, at least thirty (30) days prior to the proposed change. The Academy shall not cancel its existing coverage without the prior approval of the Charter Schools Office. In the event the Academy fails to purchase the insurance coverage required by this Section 11.2, the College Board may purchase on the Academy's behalf the insurance required under this Section 11.2 and subtract the total cost for placed insurance from the next state school aid payment received by the College Board for forwarding to the Academy.

The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

The College's insurance carrier periodically reviews the types and amounts of insurance coverages that the Academy must secure in order for the College to maintain insurance coverage for the authorization and oversight of the Academy. In the event that the College's insurance carrier requests additional changes in coverage identified in this Section 11.2, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the College's insurance carrier within thirty (30) days after notice of the insurance coverage change.

Section 11.3. Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the full faith and credit of the College Board, the College or any other authorizing body, or to enter into a contract that would bind the College Board or the College. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby covenants not to sue the College Board, the College, or any of its Regents, officers, employees, agents or representatives for any matters that arise under this Contract. The College Board and the College do not assume any obligation with respect to any Director, employee, agent, parent, guardian, student, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the College Board or the College, or any of its Regents, employees, agents, or independent contractors as a result of the issuing, overseeing, suspending, terminating or revoking of this Contract, or as a result of not issuing a new Contract at the end of the term of this Contract.

Section 11.4. Lease or Deed for Proposed Single Site. The Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate. A copy of the Academy's lease or deed shall be incorporated into this Contract

under Schedule 6. Any subsequent amendments to any Academy real estate leasing agreement shall only be incorporated into this Contract pursuant to Article X of these Terms and Conditions.

Section 11.5. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the Academy's physical facilities. The Academy Board shall not conduct classes until the Academy has complied with this Section 11.5. Copies of these certificates shall be incorporated into this Contract under Schedule 6.

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct; Compliance with School Safety Initiative. The Academy shall comply with Section 1230 and 1230a of the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with Section 1230b of the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. The Academy shall comply with Sections 1230c through 1230g of the Code. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an ESP contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy.

Section 11.8. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy.

Section 11.9. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 166b of the State School Aid Act of 1979, as amended, MCL 388.1166b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into this Contract as an amendment pursuant to Article IX of these Terms and Conditions.

Section 11.10. Required Provisions for ESP Agreements. Any Management Agreement with an ESP entered into by the Academy must contain the following provisions:

"Indemnification of Bay Mills Community College. The parties acknowledge and agree that the Bay Mills Community College Board of Regents, Bay Mills Community College and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Bay Mills Community College, Bay Mills Community College

Board of Regents and its members, and their respective officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Bay Mills Community College, which arise out of or are in any manner connected with Bay Mills Community College Board of Regents' approval of the Academy's application, Bay Mills Community College Board of Regents' consideration of or issuance of a Contract, the Academy Board's or the Educational Service Provider's preparation for and operation of the Academy, or which are incurred as a result of the reliance by Bay Mills Community College, Bay Mills Community College Board of Regents or its members, or their respective officers, employees, agents or representatives, upon information supplied by the Academy Board or the Educational Service Provider, or which arise out of the failure of the Academy Board or the Education Service Provider to perform its obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that Bay Mills Community College, Bay Mills Community College Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement."

"Agreement Coterminous With Academy's Contract. If the Academy's Contract issued by the Bay Mills Community College Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties."

"Compliance with Academy's Contract. The Educational Service Provider agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by the Bay Mills Community College Board of Regents. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

"Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement."

“Compliance with Section 12.17 of Contract Terms and Conditions. The Educational Service Provider shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions.”

Section 11.11. Management Agreements. The Academy may enter into a Management Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered a Management Agreement, and an employee leasing company shall be considered an ESP. Any ESP agreement shall state that the ESP must acquire insurance in addition to the insurance the Academy must obtain under the Contract. The coverage must be similar to the insurance coverage required for the Academy and the ESP agreement must detail the amount of such required coverage. Prior to entering any Management Agreement with an ESP, the Academy shall submit a copy of the final draft Management Agreement to the Charter Schools Office in a form and manner consistent with the ESP policies of the Charter Schools Office which are incorporated into and be deemed part of this Contract. A copy of the final executed Management Agreement shall be included in this Contract under Schedule 5. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended ESP policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed Management Agreement submitted by the Academy if the Management Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to a Management Agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new Management Agreement.

Section 11.12. Administrator and Teacher Evaluation Systems.

(1) The Academy Board shall adopt and implement for all individuals employed by the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

- (a) Evaluates the teacher’s or school administrator’s job performance at least annually while providing timely and constructive feedback.
- (b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
- (c) Evaluates a teacher’s or school administrator’s job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria. The performance evaluation system implemented by the Academy Board shall include the rating of teachers as highly effective, effective, minimally effective, and ineffective.

- (d) Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
 - (i) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
 - (ii) Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
 - (iii) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.
 - (iv) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

(2) If the Academy enters into an agreement with an Educational Service Provider for individuals to be assigned under a contract to perform the services of a teacher or administrator on more than an intermittent or sporadic basis, then the Academy Board shall ensure that the Educational Service Provider adopts a performance evaluation system that complies with this section.

Section 11.13. Performance Evaluation System Commencing With the 2014-2015 School Year. If the Academy Board or Educational Service Provider, as applicable, implements a performance evaluation system that meets all of the following, then the Academy is not required to implement the mandated performance evaluation system outlined in Section 1249(2) or (3) of the Code:

- (a) The Academy Board or Educational Service Provider has implemented and is currently using a performance evaluation system for that public school that meets all of the following requirements:
 - (i) The most significant portion of a teacher's or school administrator's evaluation is based on student growth and assessment data, which may include value-added measures.
 - (ii) The system uses research-based measures to determine student growth, which may be measured by standards-based, nationally normed assessments.
 - (iii) The system determines professional competence through multiple direct observations of classroom practices and professional practices throughout the school year.

- (iv) Under the system, teacher effectiveness and ratings, as measured by student achievement and growth data, are factored into teacher retention, promotion, and termination decisions.
 - (v) Under the system, teacher and school administrator performance evaluation results are used to inform teacher professional development for the succeeding year.
 - (vi) The system ensures that teachers and school administrators are evaluated at least annually.
- (b) If the Academy operated during the 2011-2012 school year, the Academy Board notified the governor's council on educator effectiveness by November 1, 2011 that it is exempt under this subsection from the requirements of section 1249(2) and (3). This subsection (b) shall not apply if the Academy operated during the 2011-2012 school year or thereafter, but adopted a new performance evaluation system after November 1, 2011 for implementation prior to or commencing with the 2014-2015 school year.
- (c) The Academy or Educational Service Provider posts a description of its evaluation system on the Academy's website.

If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider adopts a performance evaluation system that complies with this section.

Section 11.14. Parent Notification of Ineffective Teacher Ratings. Beginning with the 2015-2016 school year and continuing on during the term of this Contract, if a pupil is assigned to be taught by a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations under section 1249, the Academy Board shall notify the pupil's parent or legal guardian that the pupil has been assigned to a teacher who has been rated as ineffective on the teacher's 2 most recent annual year-end evaluations. The notification shall be in writing and shall be delivered to the pupil's parent or legal guardian not later than the June 15th immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall identify the teacher who is the subject of the notification.

Section 11.15. Teacher and Administrator Job Performance Criteria. The Academy Board, or Educational Service Provider, as applicable, shall implement and maintain a method of compensation for individuals employed or assigned under contract to perform the services of teachers and school administrators on more than an intermittent basis that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation earned and paid in accordance with Applicable Law. The assessment of job performance shall incorporate a rigorous, transparent, and fair evaluation system that evaluates a teacher's or school administrator's performance at least in part based upon data on student growth as measured by assessments and other objective criteria. If the Academy enters

into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider complies with this section.

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the College Board:	CSO Director Bay Mills Community College 12214 West Lakeshore Drive Brimley, Michigan 49715
If to the Tribal Office:	Tribal Attorney's Office Bay Mills Indian Community 12140 West Lakeshore Drive Brimley, Michigan 49715
If to Outside Counsel:	Leonard C. Wolfe Dykema Gossett PLLC 201 Townsend Street, Suite 900 Lansing, Michigan 48933
If to Academy:	Academy Board President Detroit Community Schools 12675 Burt Road Detroit, MI 48223
If to Academy Counsel:	Bertram L. Marks Litigation Associates PLLC 30300 Northwestern Hwy Ste 240 Farmington Hills, MI 48334

Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of any local, state or federal law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the College Board and the Academy with respect to the subject matter of this Contract. Except as provided in Section 10.5(c) of this Contract, all prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either the Academy or the College Board.

Section 12.6. Non Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9. Term of Contract.

- (a) Initial Term of Contract. Except as otherwise provided in Section 12.9(b) and (c) set forth below, this Contract shall commence on the date first set forth above and shall remain in full force and effect until June 30, 2019, unless sooner terminated according to the terms hereof.
- (b) Termination of Contract During Initial Term of Contract. Consistent with the procedures set forth in this Section 12.9(b), this Contract will terminate if any of the following does not occur:
 - (i) By August 31, 2014, the Academy shall provide to the Charter Schools Office Director, if applicable, a copy of an AHERA asbestos plan and lead based paint survey for the Academy's school facility identified in Schedule 6.
 - (ii) By August 31, 2014, the Academy shall provide to the Charter Schools Office Director, if applicable, a copy of a current boiler inspection/ approval for the Academy's school facility identified in Schedule 6.

- (iii) By August 31, 2014, the Academy Board shall develop Board policies. During the initial term of the Contract all Board members shall attend Board training as provided by the University Board.
- (iv) By August 31, 2014, the Academy shall provide documentation to the Charter Schools Office Director confirming that the Academy has received occupancy approval from the Michigan Department of Energy, Labor and Economic Growth's Bureau of Construction Codes and Fire Safety for the Academy's school facility identified in Schedule 6.
- (v) By August 31, 2014, the Academy shall provide documentation to the Charter Schools Office Director that it has obtained a short-term cash flow loan to cover the initial cost of operations for the 2012-2013 academic year. The Academy shall comply with Section 1225 of the Revised School Code and the Revised Municipal Finance Act with respect to approving and obtaining such funds.
- (vi) By June 30, 2015, the Academy shall provide documentation demonstrating that the Academy has enrolled achieved the Educational Goals set forth in Schedule 7(b).
- (vii) By June 30, 2015, the Academy shall provide documentation demonstrating that the Academy has successfully implemented the Educational Program set forth in Schedule 7(c).
- (viii) Any additional financial information or documentation requested by the University Board or the Charter Schools Office Director.

The Charter Schools Office Director shall notify the Academy in writing following completion of the conditions set forth in this Section 12.9(b). For good cause, the Charter Schools Office Director may extend the deadlines set forth above. If the Charter Schools Office Director determines that the Academy has not satisfied the conditions set forth in this Section 12.9(b), the Charter Schools Office Director shall issue a Contract termination letter to the Academy for failing to meet certain conditions set forth in this Section 12.9(b). The issuance of the termination letter by the Charter Schools Office Director shall automatically terminate this Contract without any further action by either the University Board or the Academy Board. Upon issuance of the termination letter, the Charter Schools Office Director shall notify the Superintendent of Public Instruction and the Michigan Department of Education that the Contract has been terminated.

Extended Term of Contract. If the Academy satisfies the conditions set forth above in Section 12.9(b), this Contract shall be extended four (4) additional academic years and shall expire on June 30, 2019, unless sooner terminated according to the terms hereof ("Contract Term"). If the Academy, for any reason, is unable to enroll students and conduct classes by

October 1, 2014, then this Contract is automatically terminated without further action of the parties.

Section 12.10. Indemnification. As a condition to receiving a grant of authority from the College Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify and hold the College Board, the College and its Board of Regents members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the College, which arise out of or are in any manner connected with the College Board's receipt, consideration or approval of the Application, the College Board's approval of the Resolution or Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the College Board as an authorizing body under Part 6A of the Code, the College Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the College Board, the College and its Board of Regents members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws.

Section 12.11. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the College Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. It is understood that the Academy is not the agent of the College.

Section 12.15. College Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing College Board or CSO policies regarding public school academies which shall apply immediately, College Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the College

Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

Section 12.16. Survival of Provisions. The terms, provisions, and representations contained in Section 11.2, Section 11.3, Section 12.10, Section 12.13 and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17. Information Available to the Public.

- (a) Information to be provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 4, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.
- (b) Information to be provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 12.18. Termination of Responsibilities. Upon termination or revocation of the Contract, the College Board or its designee shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract.

As the designated representative of the Bay Mills Community College Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.

BAY MILLS COMMUNITY COLLEGE
BOARD OF REGENTS

By: _____
Michael Parish, College Board Designee

Date: July 1, 2014

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by of the terms and conditions of this Contract.

DETROIT COMMUNITY SCHOOLS

By: _____

Date: July 1, 2014

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CONTRACT SCHEDULES

Schedules

Articles of Incorporation	1
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CONTRACT SCHEDULE 1
ARTICLES OF INCORPORATION

CONTRACT SCHEDULE 2

BYLAWS

CONTRACT SCHEDULE 3
FISCAL AGENT AGREEMENT

SCHEDULE 3

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the Detroit Community Schools, a public school academy.

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract, the College Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the College Board is required by law to forward any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy to the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the College Board or an officer or employee of Bay Mills Community College as designated by the College Board.

"Other Funds" means any other public or private funds which the Academy receives and for which the College Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The College Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments. By separate agreement, the College Board and the Academy may also agree that the College Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent.

ARTICLE III

STATE DUTIES

Section 3.01 Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

ARTICLE V

RECORDS AND REPORTS

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, 2014, and annually thereafter, a written report dated as of August 31 summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the College Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Acknowledgement of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the Detroit Community Schools.

BY: Mary G. Martin
Mary G. Martin, Acting Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: June 11, 2014

Acknowledgement of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the Detroit Community Schools.

BY: Mary G. Martin
Mary G. Martin, Acting Director
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BY: Mary G. Martin
Mary G. Martin, Acting Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: June 11, 2014

CONTRACT SCHEDULE 4
OVERSIGHT AGREEMENT

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Detroit Community Schools (the "Academy"), a public school academy.

Preliminary Recitals

WHEREAS, the College Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Agreement" means this Oversight Agreement.

"Compliance Certification Duties" means the Academy's duties set forth in Section 2.02 of this Agreement.

"Charter Schools Office" means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is responsible for administering the Oversight Responsibilities with respect to the Contract.

"Oversight Responsibilities" means the College Board's oversight responsibilities set forth in Section 2.01 of this Agreement.

"State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

ARTICLE II

OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The Charter Schools Office, as it deems necessary to fulfill the College Board's Oversight Responsibilities, may undertake the following:

- a. Conduct a review of the Academy's audited financial reports as submitted, including the auditor's management letters, and report to the College Board any exceptions as well as any failure on the part of the Academy to meet generally accepted public sector accounting principles.
- b. Conduct a review of the records, internal controls or operations of the Academy to determine compliance with the Contract and Applicable Law.
- c. Conduct a meeting annually between the Academy Board of Directors and a designee of the College Board to determine compliance with the Contract and Applicable Law.
- d. Institute action pursuant to the terms of the Contract to suspend, revoke or reform the Contract.
- e. Monitor the Academy's compliance with the Contract, the Code, and all other Applicable Law.
- f. Request periodic reports from the Academy regarding any aspect of its operation, including, without limitation, whether the Academy has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.
- g. Request evidence that the Academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.
- h. Determine whether the Academy has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.
- i. Provide supportive services to the Academy as deemed necessary and/or appropriate by the College Board or its designee.
- j. Evaluate whether the Michigan Educational Assessment Program(s), nationally recognized norm-referenced achievement test(s) or other assessment programs selected by the Academy are or have been appropriately administered to the Academy's student population, goals and programs.

k. Take other actions, as authorizing body, as permitted or required by the Code.

Section 2.02. Compliance Certification Duties. The Academy agrees to perform all of the following Compliance Certification Duties:

- a. Submit information to the Charter Schools Office in accordance with the Master Calendar of Reporting Requirements adopted by the Charter Schools Office. The Master Calendar may be amended from time to time as deemed necessary by the Charter Schools Office Director.
- b. Submit quarterly financial reports to the Charter Schools Office in a form and manner determined by the Charter Schools Office. Submit other financial reports as established by the Charter Schools Office.
- c. Permit inspection of the Academy's records and/or premises at any reasonable time by the Charter Schools Office.
- d. Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to counsel for the College Board as designated in Article XII of the Terms and Conditions.
- e. Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the Charter Schools Office.
- f. Provide proposed minutes of all Academy Board of Directors' meetings to the Charter Schools Office no later than ten (10) business days after such meeting, and provide approved final minutes to the Charter Schools Office within five (5) business days after the minutes are approved.
- g. Submit to the Charter Schools Office prior to the issuance of the Contract, copies of insurance policies evidencing all insurance as required by the Contract.
- h. Submit to the Charter Schools Office a copy of the Academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract..
- i. Submit to the Charter Schools Office, copies of all fire, health and safety approvals required by Applicable Law for the operation of a school.
- j. Submit annually to the Charter Schools Office, the dates, times and a description of how the Academy will provide notice of the Academy's pupil application and enrollment process. The Academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the

Academy shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All Academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the Academy. In addition, the Academy must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.

k. Upon receipt from the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, the Academy shall submit to the Charter Schools Office a copy of any Certificate of Occupancy approval for the Academy's school facility outlined in Schedule 6. The Academy shall not occupy or use the school facility identified in Schedule 6 until such facility has been approved for occupancy by the Bureau of Construction Codes and the Bureau of Fire Services or other local authorized building department.

l. Submit to the Charter Schools Office copies of ESP agreements, if any, in compliance with the Contract and the Code.

m. By July 1st of each year, the Academy Board shall provide a copy of the Academy Board's public meeting schedule for the upcoming school year. The Academy Board's public meeting schedule shall include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of Academy Board approval, the Academy Board shall provide a copy to the Charter Schools Office of any changes to the Academy Board public meeting schedule.

n. Prior to December 31 of each year and whenever necessary thereafter, the Academy Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the Academy's September pupil membership count; (ii) revised personnel costs; (iii) any start-up expenses incurred by the Academy; and (iv) the total amount of short-term cash flow loans obtained by the Academy. The Academy will make budget revisions in a manner prescribed by law. Within thirty (30) days of the Academy Board approving the budget (original and amended, if applicable), the Academy shall place a copy of that budget on the Academy's website within a section of the website that is accessible to the public.

To the extent that any dates for the submission of materials by the Academy under Section 2.02 conflict with dates set forth in the Master Calendar, the dates in the Master Calendar shall control.

Section 2.03. Waiver and Delegation of Oversight Procedures. The College Board or its designee and the Academy may agree to modify or waive any of the Oversight Duties or Compliance Certification Duties. The College Board may delegate its Oversight Duties, or any portion of its Oversight Duties, to an officer of the College or other designee.

ARTICLE III

RECORDS AND REPORTS

Section 3.01. Records. The Academy will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the Charter Schools Office.

ARTICLE IV

MISCELLANEOUS

Section 4.01. Administrative Fee. The Academy agrees to pay to the College Board an administrative fee of 3% of the State School Aid Payments received by the Academy. This fee shall be retained by the College Board from each State School Aid Payment received by the College Board for forwarding to the Academy. This fee shall compensate the College Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the College Board by this Agreement.

Section 4.03. Audit and Evaluation. The Academy:

- a. hereby authorizes the Charter Schools Office to perform audit and evaluation studies using Academy data including, but not limited to, personally identifiable information about the Academy's students and staff submitted by the Academy to agencies including, but not limited to, Center for Educational Performance and Information ("CEPI"), Office of Educational Assessment and Accountability ("OEAA") and the Michigan Department of Education ("MDE"). Pursuant to this authorization, the Charter Schools Office shall abide by the regulations that govern the use of student data within the Family Educational Rights and Privacy Act (FERPA - 34 CFR Part 99), the Michigan Identity Theft Protection Act of 2004, and the Privacy Act of 1974.
- b. shall upon request, provide the Charter Schools Office with copies or view access to data, documents or information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, the State Board of Education, the Center for Educational Performance and Information, or any other state or federal agency.

ARTICLE V

TRANSPARENCY PROVISION

Section 5.01. Information to Be Made Publicly Available by the Academy and ESP.

A. Information to Be Made Publicly Available by the Academy. The following described categories of information are specifically included within those to be made available to the public and the Charter Schools Office by the Academy in accordance with Section 12.17(a) of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. Copies of bills paid for amounts of \$10,000.00 or more as submitted to the Academy Board
10. Copy of the quarterly financial reports submitted to the Charter Schools Office
11. Copy of curriculum and other educational materials given to the Charter Schools Office
12. Copy of school improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved ESP Agreement(s)
17. Copy of Academy Board approved services contract(s)

18. Office of Fire Safety certificate of occupancy for all Academy facilities
19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)
21. Asbestos inspection report and Asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board
29. Proof of insurance as required by the Contract
30. Any other information specifically required under the Code

B. Information to Be Made Publicly Available by the ESP. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with Section 12.17(b) of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under Section 5.01(A) above

CONTRACT SCHEDULE 5

DESCRIPTION OF STAFF RESPONSIBILITIES

DESCRIPTION OF STAFF RESPONSIBILITIES

Superintendent of Schools.....	5-1
Project Manager/Coordinator	5-3
Business Manager.....	5-5
Director of Special Education	5-7
Human Resource Director	5-9
Director of Information Technology	5-11
Director of Student Services.....	5-13
Dean of Students.....	5-14
Director of Building and Grounds.....	5-15
K-8 Principal	5-17
High School Principal.....	5-19
Dean of Students.....	5-21
Special Education Teacher (Resource Room).....	5-23
High School Science Teacher.....	5-24
High School Teacher	5-25
Middle School Teacher.....	5-27
Elementary School Teacher (self-contained)	5-28
ELA Coach	5-30
Math Coach	5-32
Elementary Para-Professional	5-34
Paraprofessional (Title 1)	5-36
3 rd – 5 th Grade Reading Specialist	5-37

High School Math Teacher.....	5-38
High School Physical Education Teacher	5-40
High School History Teacher	5-41
K-8 Physical Education Teacher	5-42
High School Music Teacher	5-43
K-8 Music Teacher	5-44
Art Teacher	5-45
ELA Teacher	5-46
Middle School Social Studies Teacher.....	5-47
Middle School Science Teacher	5-48
Middle School Physical Education Teacher.....	5-49
High School Guidance Counselor	5-50
Attendance Agent Liaison	5-51
Literacy/Reading Specialist.....	5-53
Intervention Specialist.....	5-54
Pupil Accounting and Attendance Coordinator	5-55
3 rd – 5 th Grade Reading Specialist	5-57
Office Manager.....	5-58
Office Clerical	5-59
Director of Security	5-60
Security Officer	5-62
Custodian.....	5-63
Food Service Assistant	5-65

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Superintendent of Schools
Reports to: School Board

Job Summary

The school Superintendent serves as the highest executive or administrator of the school district and reports directly to the school board. The Superintendent is responsible for ensuring that schools function within budget and provide quality education in a safe environment. At the direction of the school board, school superintendent draft policies that govern the operation of all schools and range from hiring teacher to disciplining students. Superintendent sets goals for schools, such as improving test scores or developing a new curriculum in a subject area. The superintendent provides the administrative leadership to all school personnel in carrying out the goals and objectives of the District.

Duties and Responsibilities

- Conceptualizes the broad goals of the school system, translates goals into plans, plans an organization structure capable of accomplishing the goals, assesses the degree to which policies and practices are attained and plans responses to assessed need.
- Creates the administrative procedures necessary for implementing personnel and fiscal policies consistent with: system policies; assessed needs; and applicable laws, rules and regulations. Once developed, the Superintendent assures that administrative procedures are implemented appropriately.
- Assures that the system's goals are represented by the educational goals in a manner consistent with legal, fiscal, organizational and community demands. This responsibility involves organizing and implementing an appropriate instructional program, evaluating the program, communicating support system needs to the Board; maintaining appropriate working relationships with Board, staff, and community; and complying with the various demands placed on the school system.
- Assures that the system's goals are represented by infrastructure objectives pertaining to facilities, personnel, support services, and information management. The Superintendent assures that board goals are translated into plans for the infrastructure, that plans are implemented and information is collected, maintained and communicated in an effective manner.
- Keep the Board informed of the condition of the District' educational system; assure effective communication between the Board and the staff. Relay all communications by the Board regarding personnel to District employees and receive from all school personnel any communications directed to Board.

- Develop and recommend to the Board objectives of the educational system; see to the development of internal objectives, which support those of the Board.
- See to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal action.
- Maintain adequate records for the schools, including a system of financial accounts, business and property records, personnel records, school population and scholastic records.
- See to the execution of all decisions of the Board.
- Maintain adequate records for the schools, including a system of financial accounts, business and property records, personnel records, school population and scholastic records.
- Be directly responsible for news releases and/or other items of public interest emanating from all District employees, which pertain to education matters, policies, procedures, school related incidents or events. Approve media interviews of this nature with District employees.
- See that appropriate in-service training is conducted. Summon employees of the District to attend such regular and occasional meeting as are necessary to carry out the educational programs of the District.
- Responsible for the appointment, discipline or termination of employment of teaching and non-teaching personnel of the District.
- See to the development throughout the District of high standards of performance in educational achievement, use and development of personnel, public responsibility, and operating efficiency.
- File, or cause to be filed, all reports, requests and appropriations as required by various governing bodies and/or Board policies.

Qualifications

- Minimum of a Master's degree from an accredited college or university.
- Experience in administration with a focus on restructuring, process improvement and financial stability.
- Ability to serve as facilitator and leader of a large group.
- Knowledge of state and federal laws and regulations affecting the operations of the school district.

Detroit Community Schools Job Description

Title: Project Manager/Coordinator
Report to: Superintendent

Job Summary

A project manager is an individual who is in charge of ensuring that all the projects of the organization are executed efficiently and accurately. He manages all the employees involved in the project. They are responsible for giving overall direction to the project. They also have to do coordination between the team members of the project and the higher management. Sometimes the project manager has to implement new policies in the project undertaken by him. He has to ensure that company strategies and procedures are followed during the execution of a project. He also has to meet the commitments and goals of the organization. The project budget is also an important aspect of a project, so the project manager has to ensure the project is completed within the specified budget. In order to execute a project he has to assemble the project staff.

Duties and Responsibilities

- To lead the planning process of a project
- Ensuring implementation of the project
- To manage the budget of the project
- To provide support to the members of the project team
- To monitor the progress of the project
- To report on the progress of the project to the higher management
- Evaluating the project and assessing the results
- Assuring that the quality of the project is maintained
- Developing the plans of a full scale projects
- Preparing and presenting reports in regards to progress of the project .
- Identifying the problems of the project and finding a solution to the problems

Skills

- Needs to have a critical thinking
- Must have problem solving skills
- Should have excellent planning skills
- Needs to have the ability to take decisions quickly
- Must be motivating in nature
- Essential to be influential in nature
- Must possess excellent leadership qualities

- Excellent communication skills are must

Qualifications

- Bachelor's degree in Business from an accredited college or university.
- Five years of project management experience
- Experience in education, school administration, curriculum or a related field.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Business Manager
Reports to: Superintendent

Job Summary

Under the direction of the superintendent, the Business Manager has academy-wide responsibility managing the financial operations according to Academy policies and procedures and adhering to all state and federal legal requirements

Duties and Responsibilities

- Organization, operation and evaluation of the academy's financial operations including payroll, benefits, purchasing, accounts receivable, accounts payable and general ledger accounting.
- Maintenance of the relationship between the academy and its professional employment organization.
- Provision of direction and support to food services.
- Provision of direction and support to pupil accounting.
- Management of cash flow, investments and borrowing.
- Annual budget development and long-range financial planning.
- Administration of the academy's budget control system.
- Budgeting, monitoring and reporting of federal grants.
- Implementation and facilitation of the annual external financial audit.
- Preparation and distribution of annual and interim financial reports and accomplishment of all Federal, State, ISD, and SVSU reporting requirements.
- Provision of any financial analysis requested by the Superintendent, the Board of Education, or SVSU for management purposes.
- The Superintendent retains the right to add to or change the duties at any time.

Qualifications

- Minimum Bachelor Degree in Business or Accounting.
- Masters Degree or CPA preferred.
- Holds, or is eligible for, a current Chief Financial (CFO) certificate or equivalent, issued by Michigan School Business Officials.
- Five (5) years of successful professional experience in school business management, accounting, or related field.
- Demonstrated record of leadership and skills as a team member, team builder, and team facilitator, interacting effectively with diverse groups of stakeholders.
- Demonstrated ability to communicate effectively orally and in writing.

DETROIT COMMUNITY SCHOOLS

Job Description

- Proficient skills in Excel, Word, and Power Point.
- Experience in computerized K -12 accounting systems.
- Professional philosophy in accordance with the philosophy of Detroit Community Schools.
- Successful passing of criminal background check.

DETROIT COMMUNITY SCHOOLS

JOB DESCRIPTION

Job Title: Director of Special Education
Report to: Superintendent

Job Summary:

This position will provide leadership and direction in the development, implementation, coordination, and administration of the district's special education program including coordination with curriculum and staff development, Section 504 services, Child Study, and supervising all special education staff for the district.

Duties and Responsibilities:

- Provide coordination, technical direction, and guidance in District programs and services including staff and student assignments as well as curriculum and instruction for special education students
- Administer all special education services while providing educational leadership and program management within special education programs
- Coordinate in-service for special education personnel, administration, and general educators regarding the education of handicapped children, health issues, and crisis intervention
- Conduct observations, conferences and provide support to staff, monitor implementation of pupils' Individualized Education Programs through classroom observations; attend District Individualized Education Program team meetings
- Conduct teacher evaluations based on Charlotte Danielson's – A Framework for Teaching
- Work with the Chief Academic Officer to assure horizontal and vertical continuity and articulation of the district's special education program
- Review all new tests for their appropriateness based upon psychometric characteristics (e.g., validity, reliability, standardization)
- Monitor programs and services on a regular basis to assure compliance with current rules
- Develop and facilitate Child Study process
- May be assigned additional functions and responsibilities by the Chief Academic Officer

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

QUALIFICATIONS:

- State of Michigan Director of Special Education Certification or in process
- Valid Michigan special education teaching certificate preferred
- Master's degree or above with emphasis in special education or closely related field preferred
- Minimum of three years successful teaching experience in special education
- Previous administrative experience preferred
- Demonstrated leadership in special education, curriculum development, supervision, evaluation and public relations
- Demonstrated knowledge of current instructional methodology for special education
- High level of interpersonal skills to communicate verbally and in writing to wide variety of audiences

Detroit Community School Job Description

Job Title: Human Resources Director
Reports to: Superintendent

Job Summary

The Human Resources Director's job is to implement HR programs and policies, and to manage every aspect of employee development and relations. The main responsibility of the HR manager is to manage, recruiting and staffing, performance management, benefits and compensation, organizational development, employee counseling services, and training.

Duties and Responsibilities

- Developing an employee-oriented organization culture that emphasizes continuous improvement, teamwork high performance and quality.
- Ensuring organizational conformation with applicable HR related regulations and statutes as well as organizational procedures and policies.
- Implementing HR programs and policies as needed by the organization.
- Identifying, evaluation, and resolving human relations, employee morale, work performance, and organizational productivity concerns.
- Ensuring job description for every employee position is up-to-date and accurate.
- Developing staffing strategies and implementing programs and plans.
- Identifying and cultivating effective and appropriate sources for employee for all job levels.
- Creating employee training and organizational development programs
- Conducting performance reviews with personnel managers and monitoring employee attitudes, productivity, and performance outcome.
- Providing staff and directors with the essential reporting in order to help them in managing the employee resources.
- Recruiting and retains top quality employees for each department and conducting interviews.
- Insuring tat every aspect of human resources incorporate the vision, values, and culture of the organization.
- Managing the risk management work functions and assisting in developing a healthy and safety programs for the volunteers and staff.
- Anticipating as a senior management tam member in weekly Director meetings in order to develop and discuss organizational procedures and policies.

Skills and Specifications

- Ability to develop HR programs and policies based on business new requirements.
- Ability to develop technical papers, policy papers and to present technical information to senior management.
- Strong project management, time management, and leadership skills.
- Demonstrated proficiency with MS Word, power Point and Excel.
- Solid problem solving and business acumen skills.
- Able to manage multitask work in a strong-paced environment.
- Ability to mentor and supervise staff.
- Ability to speak, write and read the English language.
- Able to work alone on a broad variety of projects.
- Able to establish and maintain healthy working relationship with people in course in work.
- Willingness to work additional hours in order to meet tight deadline.

Qualifications

- Bachelor's degree in Business or Human Resources from an accredited university or institution.
- 7 years of HR experience.

Detroit Community Schools Job Description

Title: Director of Information Technology
Report to: Superintendent

Job Summary

The Director of Information and Educational Technology shall be responsible to direct, manage, supervise, plan and coordinate the activities and operations of the Information and Technology Service Department; shall direct the implementation of the Wide Area Network and it interface with the Local Area Network, and provide leadership and guidance in the implementation of district wide educational technology. Under the direction of the Superintendent, supervises ITS, and works cooperatively with other members of the management team in the formulation and implementation of district policies.

Duties and Responsibilities

- Maintains communication and works in a collaborative manner with district administrators, principals, and directors to facilitate decision-making and problem solving in the areas of computer and technology services.
- Participates in development and implementations of departmental goals, objectives, policy priorities, standards, and procedures.
- Facilitates communication and coordination among instructional staff for the purpose of meeting curriculum guidelines and ensuring that state mandates are achieved.
- Directs and coordinates the development, implementation, modification and evaluation of school site technology plans.
- Assists schools with infrastructure design, acquisition and development.
- Directs and coordinates staff development in technology.
- Develops bid specifications for computer/network hardware/peripherals for the purpose of implementing and maintaining services and/or programs.
- Schedules and chairs monthly district technology committee meetings and attend school site technology meetings.
- Evaluates hardware and software to ensure suitability, compatibility and economy prior to purchase.
- Coordinates the assessment of current and future technology requirements of the District.
- Develops and manages a budget for the purpose of ensuring efficient program operations and complying with established fiscal guidelines.
- Directs and helps maintain the District Website.
- Plans, installs, configure, maintain, and updates network or application software including operating systems, security, utilities and file management.

- Works to set standards for technology use for students and instructional staff.
- Manages and implements technology grants and related budgets.
- Supervises the Administrative Technology staff.
- Designs and implements district wide Internet connections.
- Performs related duties as assigned.

Ability to

- Plan, organize and coordinate technology resources.
- Develop and implement procedures to optimize system efficiency and performance.
- Design and implement LANs and WANs.
- Analyze problems and formulate logical conclusions
- Communicate clearly and concisely both orally and in writing.
- Establish working relationships with staff, parents and community and agency representatives.
- Complete assignments promptly and accurately.
- Work in a team environment.

Qualifications

- Bachelor's Degree in Computer Science or related field. Master's Degree preferred.
- Five years of directly related experience, including overseeing technology implementation, system development and computer/data processing training.
- Knowledge of Local area and wide area network topologies, cross-platform solutions and cabling strategies, and data communications equipment in mainframe or miniframe environment.
- Knowledge of K-12 instructional practices; principles and techniques of educational technology.
- Knowledge of computer hardware/software and peripheral equipment diagnosis and repair.
- Supervisory, training and management skills.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Director of Student Services
Reports to: Superintendent

Job Summary

The Director of Student Services oversees the delivery of programs for primary, secondary school District. The Director creates, implements and manages pupil support services groups. She/he performs duties in accordance with established federal, state and district-level policies. The Director of Student services manages a staff assigned to student services programs not limited to but including Guidance Counselors, Dean of Students, Attendance Clerk, and clerical support.

Duties and Responsibilities

- Evaluate and modify events to prevent on-campus conflicts.
- Manage and monitor program expenditures to ensure funds are allocated accordingly.
- Encourage student participation in organizational events.
- Work closely with families to foster understanding of available school programs and services.
- Function as liaisons between students' school and home environments.
- Maintain case files and attendance reports, attend staff meetings and participate in team conferences.
- Oversee the discipline process to ensure consistently in District's disciplinary policies and procedures.
- Makes recommendation to Superintendent regarding Suspension and Expulsions.

Qualifications:

- Effectively communicate with student parents and various levels of management.
- Ability to simplify complex material into public information.
- Possess the skills necessary to efficiently resolve complaints and conflicts.
- Experience with interpreting federal and state regulatory information.
- Ability to interpret documents, generate memorandums, and correspond with parents, and District.
- Master's Degree from an accredited college or university.
- The focus preferably should be in education, school administration, curriculum or a related field.

DETROIT COMMUNITY SCHOOLS
Job Description

Job Title: DEAN OF STUDENTS
Reports to: Director of Students Support

Job Summary

The job of a dean of students is to ensure that the students receive all the facilities that they are entitled to and help in their academic as well as personal growth. A dean of student deals with promoting the performance of the students by holding discussions with teachers, management, students and the families of students. The Dean serves as a member of the administrative team to develop and implement the total school program.

Duties and Responsibilities:

- Pre-Class Organization
- Implement Referral Process
- Enforce Student Code of Conduct, Suspension, Detention
- Parent Contact
- Develop and monitor after school detention program
- Hallway monitoring
- Lunchroom Duty
- Updating Power School
- Assembly Management
- Planning the School Program
- The Dean assists in the development and establishing of the school goals and objective and the planning of the schools instructional program.
- Implementing School Programs
- Handling Disciplinary Procedures
The Dean assists to define and disseminate information about school disciplinary policies and procedures to parents, students, staff and community.
- Coordinating and Communicating the Schools Formal Structure
- The Dean promotes and maintains open communications, positive student attitudes, respects dignity, worth of staff, students, and complies with established lines of authority.
- The Dean assists in completion of records and reports and in the supervision and inventory of necessary supplies, textbooks, equipment and materials. Ability to work well with students, s

Qualifications

- A bachelor's degree in education
- Experience of having worked as high school teacher for at least 3 years.
- Ability to work well with students, staff, and parents.
- Ability to communicate with students, parents, peers and subordinates in clear concise manner.
- Ability to problem solve analyzing information and evaluating results to choose the best solution.

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Job Title: Director of Building and Grounds
Report to: Superintendent

Job Summary:

The Director of Building and Grounds maintains school buildings and grounds in top condition to ensure full and productive use of district facilities. Supervises and coordinates the activities of maintenance workers, grounds workers, and custodial services personnel. Carries out all duties required to create and maintain a pleasing environment. This may include the repair and maintenance of mechanical equipment, general repairs to the building including lighting, plumbing, furniture, etc. The Director of Building and Grounds is also oversees external and internal landscaping.

Duties and Responsibilities:

- Follows all safety standards and training guidelines throughout the performance of duty.
- Adhere to all district health and safety policies, including all precautions of the Bloodborne Pathogens Exposure Control Plan.
- Follow the directions of the Superintendent in accordance with assigned daily duties and the posted work schedule.
- Lock and unlock doors as instructed by the Superintendent.
- Keep building and grounds clean, and have the ability to operate equipment such as floor buffers, lifting and emptying trash cans, bending over to clean bathroom facilities, cleaning tables, working on a ladder for such tasks as changing light bulbs and cleaning windows.
- Make minor repairs to the building.
- Arrange for the services of outside contractors as needed.
- Order and maintain suitable supplies, tools, and equipment for all district facilities and property.
- Report to administrator any needed minor repairs and/or safety concerns.
- Care for custodial equipment including proper use and check for maintenance and repair.
- Responsible for the cleanliness, maintenance and repair of district's vehicles.
- Conduct detailed inspections of buildings and grounds, and establish maintenance and repair schedule for district facilities.
- Plan and oversee all maintenance and repair work.
- Work involves medium to heavy lifting of boxes, reaching, pushing, pulling, carrying, stooping, kneeling, ladder climbing, maneuvering in confined spaces, prolonged standing and walking; work involves exposure to extreme temperatures, chemicals and smells commonly associated with schools in general.

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Qualifications:

- High School Education required.
- Certification in Landscape, plumbers or electrician assistant preferred.
- Three years work experience in the areas of building repairs and landscaping.
- Valid State of Michigan drivers license.
- Physical ability to kneel, crawl, bend, stoop, climb push, pull and lift heavy objects,

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Job Title: K – 8 Principal
Reports to: Superintendent

Job Summary:

Under the general direction of the Superintendent, this position will provide leadership and direction in the development, implementation, coordination and administration of the district's K - 8 program including the coordination with curriculum, instruction, and assessment, professional staff development, parent communications, building a positive school culture, and supervising all K - 8 staff for the district.

Duties and Responsibilities:

- Provide coordination, technical direction, and guidance in District programs and services including staff and student assignment as well as curriculum and instruction for special education students.
- Administer all special education services while providing educational leadership and program management within special education programs.
- Coordinate in-service for special education personnel, administration, and general educators regarding the education of handicapped children, health issues, and crisis intervention.
- Conduct observations, conferences and provide support to staff, monitor implementation of pupils' individualized education programs through classroom observations; attend District Individualized Education Program team meetings.
- Conduct teacher evaluations based on Common Core – A Framework for Teaching.
- Work with the Superintendent to assure horizontal and vertical continuity and articulation of the district's special education program.
- Review all new tests for their appropriateness based upon psychometric characteristics (e.g., validity, reliability, and standardization).
- Monitor programs and services on a regular basis to assure compliance with current rules.
- Develop and facilitate Child Study process
- May be assigned additional functions and responsibilities by the Superintendent.

DETROIT COMMUNITY SCHOOLS

JOB DESCRIPTION

Qualifications:

- Master's Degree in Education Leadership or Related Area
- 5 years of Early Childhood or Elementary Teaching Experience.
- Current Michigan Certification or Obtain within current law.
- School Administrative experience preferred.
- Strong written and verbal communication skills.
- Successful use of student data to improve student learning.
- Working knowledge of the Shared Leadership Model
- Good work ethic and high standards for work performance.
- Knowledge of School Improvement Processes Best Practices instruction and assessment.
- Ability to lead faculty, staff and students through implementation of curricular and programmatic objectives.
- Ability to evaluate teacher performance and program effectiveness.
- Ability to coach elementary school teachers in implementing instructional strategies.
- Demonstrates an understanding of State and Federal standards.
- Knowledgeable about special education rules and regulations.
- Knowledgeable about the role of support staff in the educational process.

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Job Title: High School Principal
Report to: Superintendent

Job Summary:

The high school principal manages the entire academic operation of the school. The high school principal provides instructional leadership within a building and manages academic programs in accordance with the overall mission of the school. The high school principal provides direction in the development, implementation, coordination and administration of the district's High School program. The high school principal ensures that the instructional and support staff receives quality professional development.

Duties and Responsibilities:

- Works under the supervision of the Superintendent.
- Responsible for managing the operations of the school to continuously meet its goals and objectives.
- Establishes committees for school departments and organizes the student schedules.
- Oversees staff performance, supervises student behavior and ensures that the academic programs are thriving.
- Develops school budgets and administer school-wide activities.
- Directs the curriculum to prepare students for graduation and provides the environment within the school that is aligned with the district's requirement for graduation.
- Implement and oversee academic programs that offer the students the foundation and guidance in particular course selections.
- Ensure that students abide by the school guidelines and student code of conduct.
- Interrelate with students, parents, teachers and staff on continuous basis.
- Employed for full year including summer months.
- Successful use of student data to improve student learning.

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Qualifications:

Master's degree or doctoral degree in school administration or a related field.

Five (5) years of secondary teaching experience.

Three (3) years of experience in an administrative position.

Strong interpersonal and leadership skills.

Ability to structure, implement and manage a wide range of school and business projects.

Visionary with organizational and analytical skills.

Ability to evaluate teacher performance and program effectiveness.

Ability to coach secondary school teachers in implementing instructional strategies

Demonstrate an understanding of state and federal standards.

Knowledgeable about Special Education rules and regulations.

DETROIT COMMUNITY SCHOOLS
Job Description

Job Title: DEAN OF STUDENTS
Reports to: Director of Students Support

Job Summary

The job of a dean of students is to ensure that the students receive all the facilities that they are entitled to and help in their academic as well as personal growth. A dean of student deals with promoting the performance of the students by holding discussions with teachers, management, students and the families of students. The Dean serves as a member of the administrative team to develop and implement the total school program.

Duties and Responsibilities:

- Pre-Class Organization
- Implement Referral Process
- Enforce Student Code of Conduct, Suspension, Detention
- Parent Contact
- Develop and monitor after school detention program
- Hallway monitoring
- Lunchroom Duty
- Updating Power School
- Assembly Management
- Planning the School Program
- The Dean assists in the development and establishing of the school goals and objective and the planning of the schools instructional program.
- Implementing School Programs
- Handling Disciplinary Procedures
The Dean assists to define and disseminate information about school disciplinary policies and procedures to parents, students, staff and community.
- Coordinating and Communicating the Schools Formal Structure
- The Dean promotes and maintains open communications, positive student attitudes, respects dignity, worth of staff, students, and complies with established lines of authority.
- The Dean assists in completion of records and reports and in the supervision and inventory of necessary supplies, textbooks, equipment and materials.

Skill Requirements:

- **Active Listening** -- Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Reading Comprehension -- Understanding written sentences and paragraphs in work related documents

Physical and Mental Ability to Meet Teaching Responsibilities

- Demonstrates the physical and psychological capacity for the demands of the teaching assignment.

Qualifications

- Minimum of associate's degree, 60 credit hours of college approved credit, or successful passing of the Work Keys test to be highly qualified according to Michigan Dept. of Education criteria.
- Ability to work well with students, staff, and parents.
- Ability to demonstrate mature judgment and moral and ethical behavior.
- Ability to project a positive outlook, manner, and appearance.

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Job Title: Special Education Teacher (Resource Room)
Report to: Principal

Job Summary:

Special education teachers are responsible for teaching the students in classes from primary to higher secondary level that have learning disabilities, physical, mental or emotional impairments. They work under Individualized Educational Plan, which outlines the necessary supports, accommodations and destinations for the children. These destinations can comprehend both pedantic and behavioral interests. Special Education Teachers are responsible for holding meeting with the parents/ caretakers informing them about the necessary characteristics of the children.

Duties and Responsibilities:

- Maintain accurate complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement.
- Prepare materials and classrooms for class activities.
- Establish and enforce rules for behavior and policies and procedures to maintain order among students.
- Meet with parents and guardians to discuss their children's progress and to determine their priorities for their children and their resources needs.
- Observe and evaluate students' performance, behavior, social development and physical health.
- Employ special educational strategies and techniques during instruction to improve the development of sensory and perceptual motor skills, language, cognition and memory.
- Teach personal development skills such as goal setting, independence, and self-advocacy.

Qualifications:

- Bachelor's Degree in Special Education.
- Valid Michigan special education teaching certificate.
- Ability to relate positively with students, teachers and parents.
- Ability to work with other professionals in a collaborative manner.
- High level of interpersonal and communication skills.

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Job Title: High School Science Teacher
Report to: Principal

Job Summary:

The job of a High School Science Teacher involves helping students learn about biology, physics, chemistry, astronomy, marine science and other investigatory courses through hands-on activities, lab experiments, computer, field trips, mixed media materials and other resources. Depending on the subject they teach, science teachers may find work in middle or high school, and universities.

Duties and Responsibilities:

- Plan study programs to meet students' needs, interests and abilities.
- Design curriculum as per the needs of the students.
- Evaluate and assess students' progress on a periodic basis.
- Monitor individual students progress.
- Take corrective measures to enhance student-learning abilities
- Prepare student progress reports.
- Instruct students on proper use of equipment, materials, and textbooks.
- Set and monitor standards of student behavior.
- Assist staff members in assessing students' attitude, learning problems.
- Advise parents on students' progress and development.
- Organize class time as per the instructional plans.
- Maintain inventory of instructional materials, aids and equipment.
- Coordinate and support teaching aides and assistants in their tasks.
- Ensure compliance of teaching objectives to Michigan Common core administrative regulations and procedures.
- Maintain accurate complete student records, and prepare reports

Qualifications:

- Valid Michigan teaching certificate High School Endorsement.
- Ability to relate positively with students, teachers and parents.
- Ability to work with other professionals in a collaborative manner.
- High level of interpersonal and communication skills.

Detroit Community Schools Job Description

Job Title: High School Teacher
Report To: High School Principal
Department Code: 113A

Job Summary:

The job of a High School Teacher involves teaching student in in one or more subjects at freshman to senior level. They will work in there fields of specialization/certification such as history, mathematics, English, science, physical education, music, or foreign languages, etc. The high school teacher teaches up to seven classes daily. A high school teacher undertakes complex jobs that relate to the welfare of children, starting with the beginning of their teenage years. You must ensure that the priorities of following the school curriculum are kept at the very top of your activities. If you take this course of action then you can be successful in the role.

Duties and Responsibilities

- Establishing and enforcing rules for behavior among students
- Adapting teaching methods to meet students' educational needs.
- Instructing students through discussions, lectures and presentations in assigned subjects.
- Preparing and grading assignments and exams.
- Preparing class lessons, planning and conducting class activities.
- Maintaining and updating student records.
- Observing and evaluating students' behavior, performance, health and social development.
- Identifying the learning needs of individual children.
- Providing learning environments that are stimulating where the student can develop their potential and also experience growth.
- Helping students gain the appropriate attitude, skills, and knowledge.
- Communicating to parents and the school's management on the progress of the student.
- Supervising after-school and extra-curricular activities.
- Assigning and grading homework and class work.
- Preparing administering and grading assignments and tests with an aim of evaluating the progress of the student.
- Maintain student attendance and other records.
- Preparing lesson plans, course outlines and objectives.
- Participating in disciplinary matters which relate to enforcing school administration policies

Skills and Specifications

- Conversant with the basic school curriculum.
- Excellent communication and interpersonal skills.
- Excellent classroom management skills.
- Must love working with children.
- Creative, Imaginative, Energetic, Patient, Resourceful.
- Superior organizational skills.
- Pleasant voice
- Superior leadership skills
- Cheerful.

Education and Qualifications

- Bachelor degree in Education
- Master degree preferred
- Secondary Teaching Certification in respective specializations.
- Strong subject-matter knowledge.
- 2 years High School teaching experience.

Detroit Community Schools Job Description

Job Title: Middle School Teacher
Report To: Elementary Principal

Job Summary:

The middle school teacher is expected to have a positive attitude to learning. They are responsible for imparting knowledge to younger members of the community and they will act as role models in the classroom. The role requires someone that is both enthusiastic and suitably qualified to take on the daunting task of educating 6th - 8th grade students. They must demonstrate the willingness to work in different contexts and to support the various elements that make this role interesting. It is imperative that they take a positive attitude in all the things that they do.

Duties and Responsibilities

- Teaches and instructs in subject matter areas commonly found in a comprehensive middle school education program.
- Utilize an adopted course of study, instructional program guidelines, and other materials in planning and developing lesson plans.
- Review, analyze and evaluate individual students histories and background in order to design instructional programs to meet individual needs.
- Review, analyze, evaluate, and report pupil academic, social, and emotional growth.
- Prepare, administer, score, record and report the results of criterion reference tests and group-standardized tests.
- Counsel and confer with parents, school and district personnel regarding pupil progress.
- Cooperatively pursue alternative solutions to pupil learning problems.

Qualifications:

- Bachelor's Degree in Education
- Master's Degree in Education preferred
- Certification specific to Grade -6th - 8th course subject.
- Two years prior teaching experience preferred.

- Knowledge of principles, methods and techniques pertaining to teaching and instruction of middle school students.
- Strong interpersonal communication skills.
- Detail oriented and organized.
- Demonstrates good judgment and problem solving skills.

Detroit Community Schools Job Description

Job Title: Elementary School Teacher (self-contained)
Report To: Elementary Principal

Job Summary:

An elementary school teacher is responsible for teaching children from grades K-5. These teachers are crucial to the development of the children. They are the ones who introduce children to social studies, languages, science and mathematics. The teachers use books, computers, artwork, music and games to teach the children the most basic skills. They help children solve problems and also understand concepts.

Duties and Responsibilities

- Identifying the learning needs of individual children.
- Planning and delivering learning instructions that are based on the need of the students.
- Providing learning environments that are stimulating where the children can develop their potential and also experience growth.
- Helping students gain the appropriate attitude, skills and knowledge.
- Use such evaluation tools as tests, scantron, an MEAP to evaluate the progress of the students.
- Communicating to parents and the school's management on the progress of the children.
- Serving as mentors and role models to the students.
- Organizing, directing and supervising parent volunteers and teaching assistants.
- Supervising after-school and extra-curricular activities.
- Attending seminars, sessions related to professional development as well as meetings.
- Dealing with family emergencies, forgotten lunches and minor accidents.
- Assigning and grading homework and class work.
- Preparing administering and grading assignments and tests with an aim of evaluating the progress of the student.
- Maintaining student attendance and other records.
- Preparing and implementing remedial sessions for the children who require extra assistance.
- Preparing lesson plans, course outlines and objectives.
- Enforcing school administration policies.
- Providing learning resources and materials.
- Planning and supervising trips and classroom activities.

Skills and Specifications

- Excellent Communication and interpersonal skills.
- Excellent classroom management skills.
- Must love working with children.
- Creative
- Imaginative
- Energetic.
- Patient.
- Resourceful.
- Superior organizational skills.
- Pleasant voice
- Superior leadership skills.
- Cheerful.

Education and Qualifications

- Bachelor degree in Education
- Master preferred
- Education Certification in K-5 self contained

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Job Title: ELA Coach

Report to: Principal

Job Summary:

The primary role of the ELA Coach is to mentor and support teaching and learning through modeling, coaching and professional development to improve and accelerate student achievement through quality curriculum and instruction.

Duties and Responsibilities:

- Collaborate with staff to collect and analyze data for professional development needs in the school.
- Coordinate, monitor and deliver district mandated staff development as well as staff development identified by the Superintendent.
- Assist teachers in transferring theory into practice.
- Support the common vision, mission, values and goals of the District.
- Understand and work to improve school culture.
- Facilitate the induction of beginning teachers into their professional roles and responsibilities.
- Collaborate with Principal for the administration of assessment instruments, collection and analysis of performance data, and the identification of instructional priorities.
- Develop understanding and proficiency in the alignment of curriculum with state of Michigan Common Core curriculum standards, implementation of performance benchmarks, authentic assessment, diagnostic-prescriptive instruction, inclusion of special education students in uninterrupted literacy blocks, and the differentiation of expectations, materials and assignments within learning centers.
- Provide content-specific technical assistance and support in the use of the adopted textbook series, supplemental materials, and instructional technology. Plan and implement sequential learning experiences for students using a variety of instructional strategies, consistent with the district's philosophy.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
- Establish high standards and expectation for all students for academic performance and responsibility for behavior.

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Qualifications:

- Valid state of Michigan certificate with ELA endorsement.
- Must meet NCLB certification requirements
- Have five (5) years of excellent experience in teaching and working with children.
- Have excellent integrity and demonstrate good moral character and initiative.
- Ability to work with other professionals in a collaborative manner.
- Exhibits a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.

DETROIT COMMUNITY SCHOOLS

JOB DESCRIPTION

Job Title: Math Coach

Report to: Principal

Job Summary:

The primary role of the Math Coach is to mentor and support teaching and learning through modeling, coaching and professional development to improve and accelerate student achievement through quality curriculum and instruction.

Duties and Responsibilities:

- Collaborate with staff to collect and analyze data for professional development needs in the school.
- Coordinate, monitor and deliver district mandated staff development as well as staff development identified by the Superintendent.
- Assist teachers in transferring theory into practice.
- Support the common vision, mission, values and goals of the District.
- Understand and work to improve school culture.
- Facilitate the induction of beginning teachers into their professional roles and responsibilities.
- Collaborate with Principal for the administration of assessment instruments, collection and analysis of performance data, and the identification of instructional priorities.
- Develop understanding and proficiency in the alignment of curriculum with state of Michigan Common Core curriculum standards, implementation of performance benchmarks, authentic assessment, diagnostic-prescriptive instruction, inclusion of special education students in uninterrupted literacy blocks, and the differentiation of expectations, materials and assignments within learning centers.
- Provide content-specific technical assistance and support in the use of the adopted textbook series, supplemental materials, and instructional technology. Plan and implement sequential learning experiences for students using a variety of instructional strategies, consistent with the district's philosophy.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
- Establish high standards and expectation for all students for academic performance and responsibility for behavior.

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Qualifications:

- Valid state of Michigan certificate with math endorsement.
- Must meet NCLB certification requirements
- Have five (5) years of excellent experience in teaching and working with children.
- Have excellent integrity and demonstrate good moral character and initiative.
- Ability to work with other professionals in a collaborative manner.
- Exhibits a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.

Detroit Community Schools Job Description

Job Title: Elementary Para Professional
Report To: Elementary Principal
Department Code: 111D

Job Summary:

Paraprofessionals work with students on supplemental instruction, whereas the teacher's role is to keep the class learning at grade level. Paraprofessionals help students, individually or in groups, with assignments by utilizing specific teaching strategies and an acquired knowledge of learning styles. The paraprofessional allows the teacher more time to plan lessons and perform direct teaching. Paraprofessionals must understand how to apply classroom management techniques, and in the teacher's absence, can serve as the chief source of information for the substitute teacher.

DUTIES AND RESPONSIBILITIES

Knowledge of Subject Matter

- Demonstrates in practice appropriate knowledge in assigned teaching responsibilities.

Teaching Methodology and Responsibilities

- Supports the facilitation of monitoring student progress.
- Administers intervention services.
- Analyzes and reviews data with school personnel in order to provide appropriate intervention leading to increased student achievement.

Manner and Efficacy of Student Discipline

- Uses consistent and fair treatment with students.
- Utilizes a reasonable variety of techniques and methods for remedying unacceptable student behavior.

Rapport With Parents, Students and Other Staff Members

- Interacts with students in a positive manner, demonstrating respect for Individual feelings.
- Works in cooperative and professional manner with colleagues.
- Communicates effectively with parents and staff.
- Maintains, promotes and implements building goals, objectives and procedures.

- Demonstrates the physical and psychological capacity for the demands of the teaching assignment.

Qualifications

- Minimum of associate's degree, 60 credit hours of college approved credit, or successful passing of the Work Keys test to be highly qualified according to Michigan Dept. of Education criteria.
- Ability to work well with students, staff, and parents.
- Ability to demonstrate mature judgment and moral and ethical behavior.
- Ability to project a positive outlook, manner, and appearance.

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Job Title: Paraprofessional (Title 1)
Report to: Building Principal

Job Summary:

Paraprofessional work with students on supplemental instruction, whereas the teacher's role is to keep the class learning at grade level. Professionals help students, individually or in groups, with assignments by utilizing specific teaching strategies and an acquired knowledge of learning styles. The paraprofessional allows the teacher more time to plan lessons and perform direct teaching. Paraprofessionals assist in developing a positive learning environment with measureable student results, focusing on areas in assigned teaching responsibilities.

Duties and Responsibilities:

- Demonstrates in practice appropriate knowledge in assigned teaching responsibilities.
- Supports the facilitation of monitoring student progress.
- Administers intervention services.
- Analyzes and reviews data with school personnel in order to provide appropriate intervention leading to increased student achievement.
- Uses consistent and fair treatment with students.
- Utilizes a reasonable variety of techniques and methods for remedying unacceptable student behavior.
- Interacts with students in a positive manner, demonstrating respect for individual feelings.
- Works in cooperative and professional manner with colleagues.
- Communicates effectively with parents and staff.
- Maintains, promotes and implements building goals, objectives and procedures.
- Demonstrates the physical and psychological capacity for the demands of the teaching assignment

Qualifications:

- Minimum of associate's degree, 60 credit hours of college approved credit, or successful passing of the Work Keys test to be highly qualified according to Michigan Dept. of Education criteria.
- Ability to work well with students, staff, and parents.
- Ability to demonstrate mature judgment and moral and ethical behavior.
- Ability to project a positive outlook, manner, and appearance.

DETROIT COMMUNITY SCHOOLS

JOB DESCRIPTION

Job Title: 3rd – 5th Grade Reading Specialist
Report to: Elementary Principal

Job Summary:

A Reading Specialist, also known as a reading literacy specialist, is an educator who focuses on helping students, grades 3rd to 5th, to read and write and who develops programs designed to improve students' skills in all aspects of the language arts. A Reading Specialist works hand in hand with other educators to identify students with problems and to give them the extra attention and coaching needed to get the students on an equal footing with their peers.

Responsibilities:

- Assess the literacy skills of 3rd to 5th grade students.
- Identify students with reading and writing problems and provide personal attention and coaching to help students overcome their reading and writing deficits.
- Identify educational materials that can be used in building literacy skills.
- Assist other teachers and staff in developing strategies to assist slow learners.

Qualifications:

- Bachelor's Degree in Education including course work focusing on literacy education.
- Master's Degree in Education preferred
- Certification specific to Reading Specialist.
- Two years prior teaching experience preferred.
- Knowledge of principles, methods and techniques pertaining to reading 180 and/or system 44.
- Strong interpersonal and communication skills.

DETROIT COMMUNITY SCHOOLS

JOB DESCRIPTION

Job Title: High School Math Teacher
Report to: Principal

Job Summary:

The job of a High School Math Teacher involves teaching high school students different mathematics principles. Depending on the education level students he/she is teaching, a math teacher should specialize in algebra, advanced algebra, probability geometry, trigonometry, statistics, pre-calculus, and other math studies. Create lesson plans, assigning and grading homework, managing students, assisting students individually or in groups, communicating with parents, engaging classes with stimulating discussions, creating exam materials based on past lectures, and helping students prepare for college entry exams.

Duties and Responsibilities:

- Cooperate with teachers, parents and community members.
- Enhance teaching team practice and grow professionally.
- Offer rigorous curriculum aligning with State of Michigan Common Core guidelines.
- Provide alternative force choice and creative assessment for students.
- Enable field studies to improve classroom curriculum.
- Offer input and assist grade level, subject matter and leader led conferences.
- Oversee school uniform and discipline policies.
- Develop parent and family involvement in school life and curriculum.
- Engage and lead professional development programs.
- Offer individual help to students to ensure satisfactory progress.
- Synthesize with colleagues on school activities to ensure academic success.
- Discuss with parents on student progress and academic achievements.
- Instruct rules of conduct and ensure classroom and campus discipline.
- Counsel students during academic and adjustment problems.
- Handle attendance, progress reports and grade records.
- Plan study programs to meet students' needs, interests and abilities.
- Design curriculum as per the needs of the students.
- Evaluate and assess students' progress on a periodic basis.
- Monitor individual students progress.
- Take corrective measures to enhance student-learning abilities
- Instruct students on proper use of equipment, materials, and textbooks.
- Maintain inventory of instructional materials, aids and equipment.
- Maintain accurate complete student records, and prepare reports.

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Qualifications:

- Valid Michigan teaching certificate High School Math Endorsement.
- Ability to relate positively with students, teachers and parents.
- Ability to work with other professionals in a collaborative manner.
- High level of interpersonal and communication skills.
- Time management and administrative skills.
- Excellent written and verbal communication skills.
- Ability to handle challenging behavior.
- Ability to motivate a group of students and explain things as creative as possible.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: High School Physical Education Teacher

Report to: High School Principal

Job Summary:

Physical education (PAE) teachers' work goes beyond playing games with student in the gym. It involves promoting an attitude of health and physical fitness while keeping the physical education facilities and equipment maintained and performing other teacher and coaching duties.

Duties and Responsibilities:

- Plan and teach physical education classes at multiple grade levels.
- Maintain the equipment and facilities.
- Curricula include course work in health.
- Provide budget recommendation for new equipment purchases.
- Organize and promote games and challenges that promote physical activity among students.
- Instruct students in fitness and inspire them to live healthy lifestyles.
Conduct health and physical activity classes.
- Must adjust curricula to adapt to students with disabilities or different physical abilities.
- May be expected to coach school sports teams. (Stipend may be provided)
- Attend school's athletic events.

Qualifications:

- Valid Michigan teaching certificate in Physical Education and Health
- First Aid/CPR certification.
- Demonstrate a lifestyle that promotes physical fitness and health.
- Possess some athletic skills in order to demonstrate activities.
- Ability to motivate a group of students.
- Strong organizational and management skills.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: High School History Teacher

Report to: High School Principal

Job Summary:

High school history teachers offer students classroom instruction that builds upon the national, state, local, and global history they've learned in earlier grades. Most high school history teachers help their students to move beyond routine memorization into critical analysis of historical events. Careers in teaching high school history classes may also include American History, World History, Civics, Economics and general social studies.

Duties and Responsibilities:

- Plan and teach history classes at multiple grade levels.
- Offer rigorous curriculum aligning with State of Michigan Common Core guidelines.
- Plan elements such as field trips.
- Assess the progress of a pupil and offer assistance when necessary.
- Instruct rules of conduct and ensure classroom and campus discipline.
- Maintain inventory of instructional materials, aids and equipment.
- Handle attendance, progress reports and grade records.
- Oversee school uniform and discipline policies.

Qualifications:

- Valid Michigan teaching certificate in High School History. (To include Civics and or Economics).
- Ability to relate positively with students, teachers and parents.
- Ability to work with other professionals in a collaborative manner.
- Time management and administrative skills.
- Excellent written and verbal communication skills.
- Ability to handle challenging behavior.
- Ability to motivate a group of students and explain things as creative as possible.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: K – 8 Physical Education Teacher

Report to: K – 8 Principal

Job Summary:

Physical education (PAE) teachers' work goes beyond playing games with student in the gym. It involves promoting an attitude of health and physical fitness while keeping the physical education facilities and equipment maintained and performing other teacher and coaching duties.

Duties and Responsibilities:

- Plan and teach physical education classes at multiple grade levels.
- Maintain the equipment and facilities.
- Curricula include course work in health.
- Provide budget recommendation for new equipment purchases.
- Organize and promote games and challenges that promote physical activity among students.
- Instruct students in fitness and inspire them to live healthy lifestyles.
Conduct health and physical activity classes.
- Must adjust curricula to adapt to students with disabilities or different physical abilities.
- May be expected to coach school sports teams. (Stipend may be provided)
- Attend school's athletic events.

Qualifications:

- Valid Michigan teaching certificate in K – 8 Physical Education
- First Aid/CPR certification.
- Demonstrate a lifestyle that promotes physical fitness and health.
- Possess some athletic skills in order to demonstrate activities.
- Ability to motivate a group of students.
- Strong organizational and management skills.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: High School Music Teacher
Report to: High School Principal

Job Summary:

Music teachers foster an appreciation of music, teach students to read music and help students learn how to play a specific instrument or sing. They connect students with larger ensembles to give them the opportunity to experience the joy of making music. Many music teachers also conduct student concerts, lead small recitals, and act as the music director for school theater productions.

Duties and Responsibilities:

- Plan and teach music classes at multiple grade levels.
- Offer rigorous curriculum aligning with State of Michigan Common Core guidelines.
- Plan elements such as field trips.
- Assess the progress of a pupil and offer assistance when necessary.
- Instruct rules of conduct and ensure classroom and campus discipline.
- Maintain inventory of instructional materials, aids and equipment.
- Handle attendance, progress reports and grade records.
- Oversee school uniform and discipline policies.

Qualifications:

- Valid Michigan teaching certificate in Music.
- Ability to relate positively with students, teachers and parents.
- Ability to work with other professionals in a collaborative manner.
- Time management and administrative skills.
- Excellent written and verbal communication skills.
- Ability to handle challenging behavior.
- Ability to motivate a group of students and explain things as creative as possible.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: K - 8 Music Teacher

Report to: K - 8 Principal

Job Summary:

Music teachers foster an appreciation of music, teach students to read music and help students learn how to play a specific instrument or sing. They connect students with larger ensembles to give them the opportunity to experience the joy of making music. Many music teachers also conduct student concerts, lead small recitals, and act as the music director for school theater productions.

Duties and Responsibilities:

- Plan and teach music classes at multiple grade levels.
- Offer rigorous curriculum aligning with State of Michigan Common Core guidelines.
- Plan elements such as field trips.
- Assess the progress of a pupil and offer assistance when necessary.
- Instruct rules of conduct and ensure classroom and campus discipline.
- Maintain inventory of instructional materials, aids and equipment.
- Handle attendance, progress reports and grade records.
- Oversee school uniform and discipline policies.

Qualifications:

- Valid Michigan teaching certificate in Music.
- Ability to relate positively with students, teachers and parents.
- Ability to work with other professionals in a collaborative manner.
- Time management and administrative skills.
- Excellent written and verbal communication skills.
- Ability to handle challenging behavior.
- Ability to motivate a group of students and explain things as creative as possible.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Art Teacher

Report to: Principal

Job Summary:

Art teachers are expected to bring their knowledge and talent into the classroom where they can introduce students to art in its many forms and traditions. An Art teacher work with students at all levels to encourage and assist students to express themselves through art.

Duties and Responsibilities:

- Elementary school art teachers must be flexible as they may or may not have their own classroom. Elementary school art teachers frequently move from classroom to classroom, transporting art supplies and materials to students.
- Middle school art teacher must adapt art projects to students' abilities and needs. They must maintain and support an appropriate classroom setting where students can learn about art traditions, as well as learn how to express themselves through art.
- High School art teacher must establish an appropriate level of art instruction for student's who choose art as an elective. They must provide materials and technology appropriate for an art classroom at the secondary level.
- Offer rigorous curriculum aligning with State of Michigan Common Core guidelines.
- Plan elements such as field trips.
- Assess the progress of a pupil and offer assistance when necessary.
- Instruct rules of conduct and ensure classroom and campus discipline.
- Maintain inventory of instructional materials, aids and equipment.
- Handle attendance, progress reports and grade records.
- Oversee school uniform and discipline policies.

Qualifications:

- Valid Michigan teaching certificate in Art.
- Ability to relate positively with students, teachers and parents.
- Ability to work with other professionals in a collaborative manner.
- Time management and administrative skills.
- Excellent written and verbal communication skills.
- Ability to handle challenging behavior.
- Ability to motivate a group of students and explain things as creative as possible.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: ELA Teacher

Report to: Principal

Job Summary:

English teachers instruct students in both English language and literature at Middle School and High School levels. In such cases the majority of students already speak the language and it is a case of honing their grasp of grammar and furthering their knowledge of literature.

Duties and Responsibilities:

- Instruct students in both Middle School and High School in the assigned subject.
- Offer rigorous curriculum aligning with State of Michigan Common Core guidelines.
- Plan elements such as field trips.
- Assess the progress of a pupil and offer assistance when necessary.
- Instruct rules of conduct and ensure classroom and campus discipline.
- Maintain inventory of instructional materials, aids and equipment.
- Handle attendance, progress reports and grade records.
- Oversee school uniform and discipline policies.

Qualifications:

- Valid Michigan teaching certificate in secondary ELA.
- Ability to relate positively with students, teachers and parents.
- Ability to work with other professionals in a collaborative manner.
- Time management and administrative skills.
- Excellent written and verbal communication skills.
- Ability to handle challenging behavior.
- Ability to motivate a group of students and explain things as creative as possible.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Middle School Social Studies Teacher
Report to: Middle School Principal

Job Summary:

Middle School social studies teachers teach concepts of government, geography, history, economics, civic ideals and current event.

Duties and Responsibilities:

- Plan and teach social studies classes at multiple grade levels.
- Offer rigorous curriculum aligning with State of Michigan Common Core guidelines.
- Plan elements such as field trips.
- Assess the progress of a pupil and offer assistance when necessary.
- Instruct rules of conduct and ensure classroom and campus discipline.
- Maintain inventory of instructional materials, aids and equipment.
- Handle attendance, progress reports and grade records.
- Oversee school uniform and discipline policies.

Qualifications:

- Valid Michigan teaching certificate in history
- Ability to relate positively with students, teachers and parents.
- Ability to work with other professionals in a collaborative manner.
- Time management and administrative skills.
- Excellent written and verbal communication skills.
- Ability to handle challenging behavior.
- Ability to motivate a group of students and explain things as creative as possible.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Middle School Science Teacher

Report to: Middle School Principal

Job Summary:

Middle school science is a crucial time for capturing a child's love for the subject. Earth and life science are the key classroom topics. At this grade level, the majority of science concepts are presented in a laboratory setting. The classroom environment should accommodate both group and individual experiences.

Duties and Responsibilities:

- Plan and teach science classes at multiple grade levels.
- Offer rigorous curriculum aligning with State of Michigan Common Core guidelines.
- Plan elements such as field trips.
- Assess the progress of a pupil and offer assistance when necessary.
- Instruct rules of conduct and ensure classroom and campus discipline.
- Maintain inventory of instructional materials, aids and equipment.
- Handle attendance, progress reports and grade records.
- Oversee school uniform and discipline policies.

Qualifications:

- Valid Michigan teaching certificate in science.
- Ability to relate positively with students, teachers and parents.
- Ability to work with other professionals in a collaborative manner.
- Time management and administrative skills.
- Excellent written and verbal communication skills.
- Ability to handle challenging behavior.
- Ability to motivate a group of students and explain things as creative as possible.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Middle School Physical Education Teacher

Report to: Middle School Principal

Job Summary:

Physical education (PAE) teachers' work goes beyond playing games with student in the gym. It involves promoting an attitude of health and physical fitness while keeping the physical education facilities and equipment maintained and performing other teacher and coaching duties.

Duties and Responsibilities:

- Plan and teach physical education classes at multiple grade levels.
- Maintain the equipment and facilities.
- Curricula include course work in health.
- Provide budget recommendation for new equipment purchases.
- Organize and promote games and challenges that promote physical activity among students.
- Instruct students in fitness and inspire them to live healthy lifestyles.
Conduct health and physical activity classes.
- Must adjust curricula to adapt to students with disabilities or different physical abilities.
- May be expected to coach school sports teams. (Stipend may be provided)
- Attend school's athletic events.

Qualifications:

- Valid Michigan teaching certificate in Physical Education.
- First Aid/CPR certification.
- Demonstrate a lifestyle that promotes physical fitness and health.
- Possess some athletic skills in order to demonstrate activities.
- Ability to motivate a group of students.
- Strong organizational and management skills.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: High School Guidance Counselor
Report to: High School Principal

Job Summary:

High School counselors have the opportunity to significantly help the students they advise. Generally speaking, the counselors are responsible for preparing teens to make choices that will help them be productive students and productive members of society after their time in high school.

Duties and Responsibilities;

- High school counselors advocate for students and assist them in their educational goals.
- Work with universities and trade schools to create partnerships that could lead to learning opportunities or potential scholarships.
- Collect and provide written reports and data related to students' schedule, grades, and academic success and failures.
- Prepare students for graduation.
- Interview students and their families regarding career goals, personal, social, emotional and economic problems.
- Oversee students' required credits.
- Assist in preparing students for college or other continuing education.
- Handle crisis including student personal crisis and emergencies.
- Oversee peer mediation programs and other mental health initiatives in which DCS participates.

Qualifications:

- Master's degree in school counseling and meet the state's certification requirements.
- Experience with needs of high school age students and their families.
- Thorough knowledge of counseling theory and practice.
- Able to organize and sequence activities.
- Collaborative working style and strong work ethic.
- Familiar with universities, community college and trade schools in the area.
- Working knowledge of college financial aid options.
- Skilled at working with youth ages 14 to 21 who may have emotion, family or scholastic difficulties.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Attendance Agent Liaison
Report To: Principal

Job Summary

The Attendance Agent shall ensure that students of Detroit Community Schools (DCS) develop and maintain good attendance practices, which encourage academic success. The Agent shall also raise the awareness of parents and students regarding the negative impact that absences, tardies, and early dismissals have on the student's educational performance.

Duties and Responsibilities

- Assist with the development of attendance policies and procedures.
- Ensure that parents, teachers and administrators receive a copy of the schools attendance policy.
- Ensure that students and parents comply with Detroit Community School's attendance policy.
- Develop programs and procedures for the purpose of achieving attendance improvements and ensuring compliance with DCS attendance policy and the Michigan State Compulsory School Attendance Laws.
- Gather and review attendance data from PowerSchool to identify students who are excessively absent, tardy or dismiss early.
- Investigate attendance issues reported by the principal, teachers, Dean of Students and others.
- Initiate phone calls, mail letters, have face-to-face contact with parents and make home visits to ascertain reason/s for absences and tardies and remind students and parents of the attendance policy and the compulsory attendance law; all of which is for the purpose of bringing the student into attendance compliance.
- Monitor students attendance pattern over a period of time to determine if improvements have been made. When necessary, make referrals to other staff members when progress has not been achieved.
- Prepare written reports, memos, and letters for the purpose of documenting activities, providing references, and disseminating information.
- Maintain file that contains attendance records, calls made, letters mailed and notes on all other activities related to student attendance.
- Determine the program effectiveness by tracking data of all students with attendance issues, comparing attendance patterns for a specified period of time, and report overall results to Administration.

DETROIT COMMUNITY SCHOOLS

Job Description

- Continue to develop and implement incentive programs/activities for those students who have good attendance and those who are making progress (i.e. DC Bucks),

Qualifications

- Minimum of Associate's degree, 60 credit hours of college approved credit.
- Bachelor's degree preferred.
- Ability to work well with students and parents.
- Ability to demonstrate mature judgment and moral ethical behavior.
- Ability to project a positive outlook.
- Excellent Communication and Interpersonal Skills.
- Excellent organizational skills.
- Proficient in Microsoft Office with special emphasis on Excel spreadsheet process.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Literacy/Reading Specialist
Report to: Principal

Job Summary:

A literacy specialist, also known as a reading specialist, is an educator who focuses on helping students of all ages to read and write and who develops programs designed to improve student skills in all aspects of language arts. A literacy specialist works hand in hand with other educators to identify students with problems and to give them the extra attention and coaching needed to get the students on an equal footing with their peers.

Duties and Responsibilities:

- Assess the literacy skills of students, identify individuals with reading and writing problems, and provide personal attention and coaching to help such students overcome their literacy deficits.
- Assist teachers in developing strategies to assist slow learners.
- Identify educational materials that can be used in building literacy skills.
- Work with elementary school students who show developmental language delays.
- Provide coaching and support for struggling learners at all grade levels.
- Instruct rules of conduct and ensure classroom and campus discipline.
- Handle attendance, progress reports and grade records.

Qualifications:

- Valid Michigan teaching Certification in Reading or related field.
- Course work that focus specifically on literacy education.
- Patience and a love of helping others to learn.
- Ability to relate positively with students, teacher and parents.
- Excellent written and verbal communication skills.
- Ability to motivate a group of students and explain things as creative as possible.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Intervention Specialist
Report to: Principal

Job Summary:

Intervention Specialist offers a variety of services and therapies to treat children that consistently fail to reach developmental milestones.

Duties and Responsibilities:

- Works cooperatively with classroom teachers, interpreting the abilities and identifying the needs of students.
- Assist in classroom intervention strategies, modifying general education curricular as necessary.
- Assist student with regular class assignment.
- Communicate regularly with parents and professional staff regarding the educational, social, and personal needs of students.
- Assist the special education student in making an assessment of his/her abilities.
- Completes necessary reports and record keeping as required by state and local policies and procedures.
- Participates in professional growth activities through staff development, in-service workshops and higher education.

Qualifications:

- Valid Michigan teaching Certification
- Course work that focus specifically on literacy education.
- Patience and a love of helping others to learn.
- Ability to relate positively with students, teacher and parents.
- Excellent written and verbal communication skills.
- Ability to motivate a group of students and explain things as creative as possible.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Pupil Accounting and Attendance Coordinator
Report to: Chief Information Officer (CIO)

JOB SUMMARY:

The position serves as Pupil Accounting/Attendance Coordinator for the District and involves the planning, implementation and evaluation of pupil personnel, and attendances services. The Coordinator will administer the registration, attendance system, accounting, and census functions of the district, as well as assist in student recruitment services. As Coordinator of Pupil Accounting the coordinator will work closely with the CIO in adhering to the MDE deadlines as it relates to student information, student enrollment, student applications, immunization records and reporting, forms required by Wayne RESA, special education graduation data and submission as well as other related duties as assigned. The Coordinator shall also raise the awareness of parents and students regarding the negative impact that absences, tardies, and early dismissals have on the student's educational performance.

DUTIES AND RESPONSIBILITIES:

- Manages the pupil accounting process and prepares reports for District.
- Prepare, submit, verify and certify student data submission for required state reports.
- Maintains accurate records on pupil accounting and student attendance.
- Assists with K - 12 master schedule development.
- Reviews student's application and places required information into MISTar.
- Attends appropriate MISTar and pupil accounting training.
- Provides ideas for upgrading the collection and analyses of achievement data for students.
- Coordinates Contractor relationship with Wayne RESA.
- Coordinates enrollment planning and processes.
- Handles incoming and outgoing student's records request and responses.
- Maintains immunization records and reporting.
- Coordinates count day procedures, progress reports, exams, grading and training of teachers.
- Submits all forms required by Wayne RESA.
- Coordinates entry of special education data with special education department.
- Coordinates graduation data and submission.
- Coordinates MSDS submissions.
- Collects, reviews, and files all documents needed for audit.
- Liaison with Wayne RESA auditors and facilitates audit.

DETROIT COMMUNITY SCHOOLS

Job Description

Qualification:

Degree in Business, accounting or related field.

Three or more years Pupil Accounting experience.

In-depth knowledge of State reporting, MIStar (student Information), CEPI and MSDS.

Effective leadership qualities and personal characteristics necessary for interacting with students, teachers, and parents.

Knowledge of Michigan Public school law, legal provisions related to student enrollment, graduation and drop out, clock hours, and attendance standards.

Excellent problem solver with strong analytical skills.

Excellent oral and written communication, customer service, interpersonal skills.

Skilled in the use of Microsoft office software.

DETROIT COMMUNITY SCHOOLS JOB DESCRIPTION

Job Title: 3rd – 5th Grade Reading Specialist
Report to: Elementary Principal

Job Summary:

A Reading Specialist, also known as a reading literacy specialist, is an educator who focuses on helping students, grades 3rd to 5th, to read and write and who develops programs designed to improve students' skills in all aspects of the language arts. A Reading Specialist works hand in hand with other educators to identify students with problems and to give them the extra attention and coaching needed to get the students on an equal footing with their peers.

Responsibilities:

- Assess the literacy skills of 3rd to 5th grade students.
- Identify students with reading and writing problems and provide persona attention and coaching to help students overcome their reading and writing deficits.
- Identify educational materials that can be used in building literacy skills.
- Assist other teachers and staff in developing strategies to assist slow learners.

Qualifications:

- Bachelor's Degree in Educational including course work focusing on literacy education.
- Master's Degree in Education preferred
- Certification specific to Reading Specialist.
- Two years prior teaching experience preferred.
- Knowledge of principles, methods and techniques pertaining to reading 180 and/or system 44.
- Strong interpersonal and communication skills.

Detroit Community Schools Job Description

Job Title: Office Manager
Report To: Principal

Job Summary:

A school office manager works in the office of a school or school district, under the guidance of the principal. They are responsible for a majority of the clerical work in the school, including handling sensitive documents such as student records. They act as a liaison between the students, parents and principal.

Duties and Responsibilities:

- Supervise, coordinate and assign the daily activities of clerical and administrative support staff, ensuring that work is finished on schedule and up to standard.
- Provide guidance to clerical staff including training and developing, attendance, performance evaluations and discipline.
- Handles petty cash, collecting of home coming and prom fees, senior dues purchase orders, and inventory.
- Orders office supplies.
- Handle expense reports and employees' time sheets.
- Resolved parent complaints, plan meetings and events, and take on other duties.
- Place request for substitute teachers and sign off on substitute teacher payroll sheet.

Qualifications

- Bachelor's degree in a business-related discipline.
- Five years experience in office management, preferably in school setting.
- In-depth knowledge of computers and the MS Office application.
- Excellent communication skills.
- Strong time management capabilities.
- Good interpersonal skills.

Detroit Community Schools Job Description

Job Title: Office Clerical
Report To: Office Manager

Job Summary:

The school office clerk performs several functions and requires multi tasking. The clerks undertake the administrative work of the school and act as the receptionist for the visitors arriving in the school. The office clerks are responsible for the correspondence of the school, maintaining the records of the students, answering the incoming phone calls, updating students' records, filing, making announcements, and maintaining bulletin boards.

Duties and Responsibilities:

- Maintain from desk.
- Maintain copy machine.
- Collects, review and submits weekly time sheets.
- Assists with Power School and MIStra.
- Request students' records/maintain student files.
- Assist teachers with orders and prepare purchase orders.
- Maintain student sign in and sign out information.
- Assist in "uniform" orders.
- Process requests for pupil accounting.
- Typing and mail school communication.
- Printing school bulletins and inter-school memos.
- Compilation and maintaining the students' records.
- Receiving phone calls and providing relevant information to students, parents and staff.
- Greet guest entering establishment, determine nature and purpose of visit, and direct or escort them to specific destination.
- Schedule appointments, and maintain and update appointment calendars.
- Collect, sort, distribute and prepare mail, messages and courier deliveries.

Education and Qualifications

- High school diploma.
- Associate's degree from community college preferred.
- In-depth knowledge of computers and the MS Office application.
- Excellent communication skills.
- Strong time management capabilities.

Detroit Community Schools Job Description

Job Title: Director of Security
Report To: Superintendent

Job Summary:

The role of the Director of Security of a school district is a combination of Security Consultant, Security Manager and Security Advisor. The Director of Security coordinates building safety, and law enforcement throughout the school district. The Director works in collaboration with the Superintendent for Operations, the Director of Student Support Services, and building principals to establish appropriate regulations, procedures, and plans to ensure safe and secure school facilities.

Duties and Responsibilities:

- Plans, directs, and oversees implementation of comprehensive security systems for protection of students, staff and visitors.
- Responsible for ensuring the safety of students, staff and faculty, property, equipment/material and information of the district.
- Supervise security officers.
- Investigate crimes committed against students and staff such as bullying, threats, and theft.
- Established relationships with students, parents, and staff to ensure clear lines of communication.
- Conduct or directs investigation of suspects to apprehend culprits.
- Notifies Superintendent of security weaknesses and implements procedures to ensure safety of district.
- Ensure that no crimes are being committed.
- Protects building or premises keeping it safe and free from vandalism and theft.
- Ensure that Michigan Department of Education, school district and city and state laws are followed.
- Responsible for maintaining surveillance equipment.
- Make sure that students, parents, guest, and patrons understand and adhere to established policies.

Qualifications

- Bachelor's degree in Criminal Justice or related discipline.
- Five+ years of experience as Police Office.
- Three years of managerial experience.
- Excellent communication skills.
- Strong time management capabilities
- Excellent interpersonal skills.
- Ability to work independently and to take emergent decisions.

Detroit Community Schools Job Description

Job Title: Security Officer
Report To: Security Director

Job Summary:

The role of Security Officers of a school district is to ensure the safety of students, staff and faculty.

Duties and Responsibilities:

- Oversees implementation of comprehensive security systems for protection of students, staff and visitors.
- Investigate crimes committed against students and staff such as bullying, threats, and theft.
- Established relationships with students, parents, and staff to ensure clear lines of communication.
- Conduct or directs investigation of suspects to apprehend culprits.
- Notifies Director of security weaknesses and implements procedures to ensure safety of district.
- Ensure that no crimes are being committed.
- Protects building or premises keeping it safe and free from vandalism and theft.
- Ensure that Michigan Department of Education, school district and city and state laws are followed.
- Responsible for maintaining surveillance equipment.

Qualifications

- High School diploma associate's degree in criminal justice preferred.
- Three years experience as school security officer.
- Experience as Police Officer preferred.
- Excellent communication skills.
- Strong time management capabilities
- Excellent interpersonal skills.
- Ability to work independently and to take emergent decisions.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Custodian
Report to: Director of Building and Grounds

Job Summary:

The custodial is responsible for performing custodial duties, minor maintenance and other miscellaneous duties in order to ensure that school buildings and facilities are maintained in a healthy, safe, sanitary manner. The Custodial is a physically demanding position. The majority of their time at work is spent standing, walking, lifting heavy objects, operating medium weight cleaning equipment such as floor buffer, seeping and mopping floors and moving desks and furniture. The Custodial is required to do a great deal of stretching and bending, often in awkward positions. Operating floor polishers and waxers are particularly hard on back muscles.

Duties and Responsibilities:

- Clean classrooms, bathrooms, lunchrooms, meeting and recreational facilities.
- Mop tile and concrete floor areas
- Vacuum all carpeted areas.
- Dust all furniture and fixtures as required.
- Wash and disinfect all washroom floors, toilets, toilet seats, and fixtures.
- Clean all mirrors.
- Replenish toilet tissue and soap as needed.
- Empty all wastebaskets and garbage cans.
- Place garbage in outside storage bins.
- Clean entrance and exit including glass, doors and hardware.
- Keep outside area near exit and entrance clear of snow, cans, paper, etc.
- Clean all finger marks from walls, doors, hardware and glass.
- Perform and/or report minor maintenance repairs
- Clean kitchen floors, sinks and counters.
- Report damages and acts of vandalism.
- Wash and buff floors with floor polisher.
- Spot clean walls and toilet partitions.
- Maintain storage areas and cleaning equipment, materials and supplies in a safe and orderly manner in order to ensure the safety of staff and the public
- Successfully complete School safety training within first 2 weeks of employment.

DETROIT COMMUNITY SCHOOLS

Job Description

Qualifications:

- High school diploma or GED.
- One year of custodian work experience
- Ability to lift heavy objects. (Including 50 pounds or more of trash)
- Excellent time management skills.
- Ability to work with little or no supervision.
- Honest and trustworthy.
- Demonstrate sound work ethics.

DETROIT COMMUNITY SCHOOLS

Job Description

Job Title: Food Service Assistant
Report to: Food Service Supervisor

Job Summary:

The Food Service Assistant provides support to the food service activities with specific responsibilities for preparing and serving food items to students and/or school personnel: severing as early morning breakfast, lunch, after school snacks.

Duties and Responsibilities:

- Arranges food and beverage items for the purpose of serving them to students in an efficient manner
- Cleans utensils, equipment, storage areas, food preparation and serving areas for the purpose of maintaining required sanitary condition.
- Inspect food items and/or supplies for the purpose of verifying quantity, quality and specifications of orders and/or complying with mandated health standards.
- Develops menus for regular breakfast, lunch as well as for special menus for special events. (After school programs, Professional Development etc.)
- Inspect food, condiment and supplies for the purpose of ensuring availability of items required for meeting projected menu requirements.
- Maintains equipment, storage, food preparation and serving areas in a sanitary condition; complying with current health standards.
- Monitors kitchen and cafeteria areas for the purpose of ensuring a safe and sanitary working environment.
- Prepares food and beverage items (e.g. breakfast, salad bar, after school meals) for the purpose of meeting mandated nutritional and projected meal requirements.
- Reports equipment malfunctions.
- Successfully complete mandated health class requirements

Qualifications:

- High school diploma or equivalent.
- One year of food service experience.
- Ability to perform basic math; read and follow instructions.
- Ability to work with little or no supervision.

CONTRACT SCHEDULE 6
PHYSICAL PLANT DESCRIPTION

Physical Plant

	<u>Page</u>
Physical Plant Description	6-1
Site Plan	6-3
Occupancy Approval	6-4
Quit Claim Deed	6-10
Warranty Deeds	6-12

SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).

2. The address and a description of the proposed physical plant (the "Proposed Site") of Detroit Community Schools ("Academy") is as follows:

Address: 12675 Burt Road
Detroit, MI 48223

Description: The square footage of Detroit Community Schools K-12 campus is 120,657. Detroit Community Schools' campus is divided into two sections. The first section contains the high school building and includes, 25 classrooms, a gym, Student Support Services (offices for Dean, Art Therapist, Parent Coordinator and a small library, a cafeteria, and the main office. The second section contains modules in which the Elementary/Middle School is located. There are 6 modules in the EL/MS. Modules 1, 2, & 3 have 6 classrooms, Module 4 has 1 classroom and the K-5 lunchroom. Module 5 has 4 classrooms and Module 6 is the K-8 main office.

Term of Use: Term of Contract.

Configuration of Grade Levels: Kindergarten through twelfth grade

Name of School District and Intermediate School District:

Local: Detroit Public Schools

ISD: Wayne RESA

3. It is acknowledged and agreed that the following information about this Proposed Site is provided on the following pages, or must be provided to the satisfaction of the College Board, before the Academy may operate as a public school in this state.

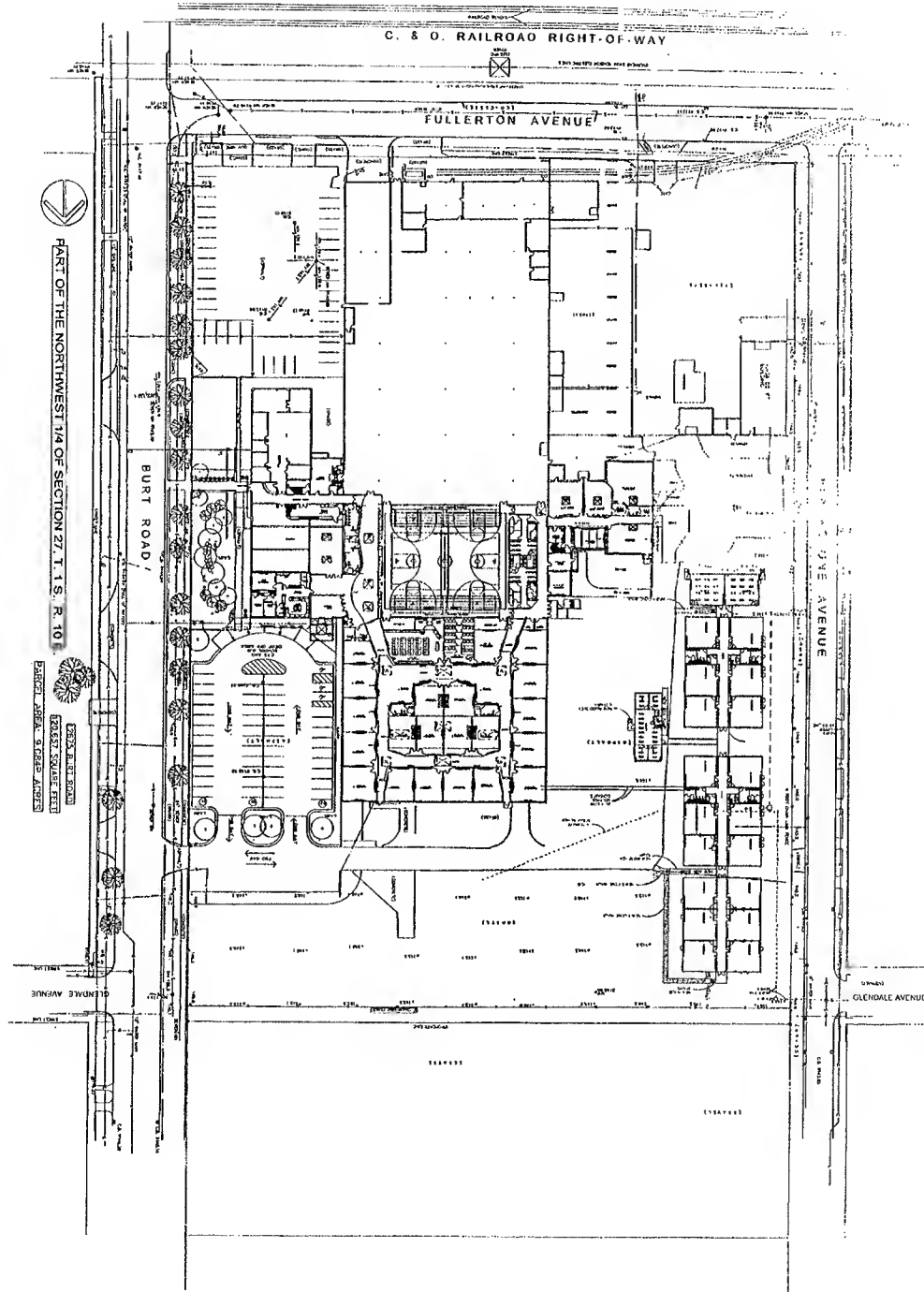
- A. Size of building
- B. Floor Plan
- C. Description of Rooms
- D. Copy of lease or purchase agreement

4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facility. These approvals must be provided and be acceptable to the College Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the College Board.

5. If the Proposed Site described above is not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the College Board must be amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the Academy's physical facilities. The Academy must submit to the College Board or its designee complete information about the new site to be actually used. This information includes that described in paragraphs 2, 3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes as a public school in this state until it has submitted all the information described above, to the satisfaction of the College, and the amendment regarding the new site has been executed.

6. The Academy agrees to comply with the single site restrictions contained in this Schedule 6 for the configuration of grade levels identified at the site. Any change in the configuration of grade levels at the site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions of Contract set forth above.

LAN01\252293.1
IDJTHA - 078905/0001



CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

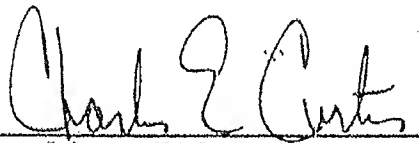
Michigan Department of Labor & Economic Growth
Bureau of Construction Codes/Building Division
P. O. Box 30254
Lansing, MI 48909
(517) 241-9317

Building Permit No. B027240
Detroit Community High School
12675 Burt Road
Detroit, Michigan
Wayne County

4plex Modulares

The above named building of Use Group E and Construction Type 5B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 110.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.



Larry Lehman, Chief
Charles E. Curtis, Assistant Chief
Building Division

November 14, 2008

CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

Michigan Department of Labor & Economic Growth
Bureau of Construction Codes/Building Division
P. O. Box 36254
Lansing, MI 48256
(313) 241-9317

Building Permit No. LB42961
Robert Community School
12875 Earl Road
Detroit, Michigan
Wayne County

The above named building of Use Group X and Construction Type II is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 238 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING 525.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 118.8 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.


Larry Lehman, Chief
Charles R. Clark, Assistant Chief
Building Division

September 23, 2006

Portables

CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

Michigan Department of Labor & Economic Growth
Bureau of Construction Codes & Fire Safety/Building Division
P. O. Box 30264
Lansing, MI 48260
(517) 241-2517

Building Permit No. ²¹⁶⁹⁰ LB01155
Nearest Community High School
12678 East Road
Detroit, Michigan
Wayne County

The above named building of Use Group E and Construction Type III is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 11 OF ACT 239 OF THE PUBLIC ACTS OF 1973, AS AMENDED, BEING 112.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 110.6 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.

Larry Lehman
Larry Lehman, Chief
Charles E. Curtis, Assistant Chief
Building Division

March 15, 1985

INSPECTION REPORT
 Department of Labor & Economic Growth
 Bureau of Construction Codes & Fire Safety
 Building Division
 P.O. Box 30254
 Lansing, MI 48909
 517/241-9317

FACILITY NAME Detroit Community High School	INSPECTION DATE 08/20/05	COUNTY Wayne	PROJECT 40173
ADDRESS 12676 Burt Road	FACILITY TYPE Charter School	RULE/CODES School - 99	JOB/LOG FAC. NO.
CITY, STATE ZIP CODE Detroit, MI 48223	FACILITY REPRESENTATIVE School Superintendent	INSPECTION TYPE Inspection - Final	
FACILITY PHONE	PHONE 2	FACILITY FAX	

RE: Modular Classroom Additions.

A final fire safety inspection was completed this date. There were no deficiencies. Full approval.

OFS 12 - A: 08/20/05
 Electrical Permit # LE315644, LE315851 and LE31915: State of Michigan.

cc: School Superintendent Detroit Fire Dept.
 Detroit Community High School Fax: 313-596-0362
 12675 Burt Road
 Detroit, MI 48223

Stevens Architects
 LeRoy J. Stevens
 209 Huron Avenue
 Port Huron, MI 48060

Thomas J. Frank
 61666 Mirlam
 Washington, MI 48094

FIRE SAFETY CERTIFICATION	PROJECT STATUS	REVIEWED BY
Approved	Closed	<i>mmccor</i>
SUPERVISING OFFICIAL	ADDRESS	24155 Drake Rd.
Michael McCormick	TELEPHONE	Farmington, MI 48335
SIGNATURE OF OFFICIAL <i>[Signature]</i>	FAX	248-888-8784
	EMAIL	248-888-8780
		mmccor@michigan.gov
The Department of Labor & Economic Growth will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, marital status, disability, or political beliefs. If you need assistance with reading, writing, hearing, etc., under the Americans with Disabilities Act, you may make your needs known to this agency.		Authority: PA 207 of 1941, as amended Completion: Required Penalty: Misdemeanor

BCCFB-20 (Rev. 2/04)

Distribution: Architect, BHS/BRB/Ed, Facility, File, Local Fire Department, BCCFB

Page 1 of 1

Detroit Community High School
Portables at 12675 Burt Road
Detroit, MI 48223

Michigan Department of Labor & Economic Growth
Bureau of Construction Codes & Fire Safety
Building Division

INSPECTION APPROVAL

Foundation	<input type="checkbox"/>	_____	_____
Rough Frame	<input type="checkbox"/>	_____	_____
Other	<input type="checkbox"/>	_____	_____
<u>Portables</u>	<input checked="" type="checkbox"/>	<u>9/2/05</u>	<u>AL BAKER</u>
		Date	Inspector

BCCS 407 (Rev. 8/04)

Amok 1979 PA 230

CERTIFICATE OF USE AND OCCUPANCY


PERMANENT

Michigan Department of Labor & Economic Growth
Bureau of Construction Codes/Building Division
P. O. Box 36254
Lansing, MI 48969
(517) 241-9317

Building Permit No. LB222153
Detroit Community High School
12675 Burt Road
Detroit, Michigan
Wayne County

The above named building of Use Group E and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §123.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 116.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY


Larry Lehman, Chief
Charles E. Curtis, Assistant Chief
Building Division

September 13, 2006

METROPOLITAN

699943 NOV 14 2005

LI-43773 Pg-314
203498238 11/14/2005
Bernard J. Younsblood
Wayne Co. Register of Deeds

QUIT CLAIM DEED

KNOW ALL MEN BY THESE PRESENTS: That DIANE L. VELLA, a single woman
whose address is 218 Stoneridge Drive, Jeffersonville, Pennsylvania 19403,
Quit Claims to BURT ROAD LAND LLC, a Michigan limited liability company,
whose address is 12856 Burt Road, Detroit, Michigan 48223,
the following described premision situated in the City of Detroit, County of Wayne and State of Michigan, to wit:
Northern 188.5 feet of the following parcel: That part of the Northwest 1/4 of Section 27, Town 1 South,
Range 10 East, City of Detroit, Wayne County, Michigan. See continuation attached.
More commonly known as: 12675 Burt Road, Detroit
for the full consideration of One Hundred Twenty-Five Thousand Dollars (\$125,000).

Dated 9/27/05, 2005

Signed and Sealed:

[Signature] (L.S.)
DIANE L. VELLA

STATE OF PENNSYLVANIA } ss.
COUNTY OF Montgomery

The foregoing instrument was acknowledged before me on September 27, 2005, by DIANE L. VELLA.

Notarial Seal
Timothy F. O'Connell, Notary Public
Lower Providence Twp., Montgomery County
My Commission Expires June 8, 2009

[Signature] Notary Public
State of Pennsylvania, County of Montgomery
My Commission Expires: 6/8/2009
Acting in the County of: Montgomery

Instrument Drafted by: Jeffrey A. Levine, Esq., of Couzens, Lenaky, Feik, Ellis, Roeder & Lazar, P.C.
Business Address: 39306 West Twelve Mile Road, Suite 200, Farmington Hills, Michigan 48331

Recording fee 937.50 When recorded return to Drafter
State Transfer Tax 135.50
County Transfer Tax 135.50 Send subsequent tax bills to Grantee
Tax Parcel # 108137.000, Ward 22

0:\Funding\whifemqo.wpd
(REV. 4/7/04)

95639/BA

STATE OF
MICHIGAN
WAYNE COUNTY
JANUARY 3, 2008
RECEIPT #68973



REAL ESTATE
TRANSFER TAX
\$ 137.50-CO
\$ 337.50-ST
STAMP #108555724

Rev. \$1075 ✓

R QCD 12 6 R 2 R Q P S C J

Continuation of Legal Description

Northern 188.5 feet of the following parcels: That part of the Northwest 1/4 of Section 27, Town 1 South, Range 19 East, City of Detroit, Wayne County, Michigan, lying North of and adjoining the Northerly line of Fullerton Avenue, West of and adjoining the Westerly line of Burt Road and East of and adjoining the East line of Ridgedale, (now known as Blackstone Avenue), excepting therefrom Glendale Avenue, as dedicated and more particularly described as:

Beginning at the point of intersection of the Northerly line of Fullerton Avenue, (56 feet wide), with the Westerly line of Burt Road, (76 feet wide), as now established; thence along the Northerly line of Fullerton Avenue North 89 degrees 57 minutes 20 seconds West, 523.19 feet to the Easterly line of Ridgedale, (now Blackstone Avenue); thence Northerly along the Easterly line of Blackstone Avenue, 702.10 feet to the Southerly line of Glendale Avenue; thence East along the Southerly line of Glendale Avenue, 70.73 feet; thence North 0 degrees 54 minutes 30 seconds West to the Northerly line of Glendale Avenue; thence West along the Northerly line of Glendale Avenue, 70.80 feet to the East line of Blackstone Avenue; thence North along the East line of Blackstone Avenue, 188.50 feet to a point; thence East, 522.59 feet to a point in the West line of Burt Road (86 feet wide); thence South 1 degree East, 949.88 feet to the point of beginning.

Re: 12675 Burt Road

Tax Item No. 108137.002, Ward 22

03464305 OCT 2 8 2004

P.A. 327 OF 1968
AFFIDAVIT FILED

L1-41601 Pa-307
204554721 10/29/2004
Bernard J. Younbloud
Wayne Co. Register of Deeds

WARRANTY DEED FOR CORPORATION
0408166

KNOW ALL MEN BY THESE PRESENTS: That Kux Manufacturing Company, a Michigan Corporation, whose address is 12675 Burt Road, Detroit, MI 48228 convey(s) and warrant(s) to Detroit Community High School A Public School Academy, a Michigan Public School Academy, whose address is 9331 Grandville Avenue, Detroit, MI 48226 the following described premises situated in the City of Detroit, County of Wayne and State of Michigan:

See Attached Legal Rider

For the sum of SEE ATTACHED REAL ESTATE EVALUATION AFFIDAVIT, subject to the existing building and use restrictions, easements of record, and if applicable zoning ordinances of record, if any,

The grantor grants to the grantees the right to make 4 division(s) under section 108 of the Land Division Act, Act No. 288 of the Public Acts of 1967. This property may be located within the vicinity of farmland or a farm operation. Generally accepted agricultural and management practices which may generate noise, dust, odors, and other associated conditions may be used and are protected by the Michigan Right to Farm Act.

Dated, September 23, 2004

Signed in the presence of

Signed

Kux Manufacturing Company, a Michigan Corporation

Charles Pinkerton, President/CEO

State of Michigan)

County of Wayne) SS

The foregoing was acknowledged before me this 23rd day of September, 2004, by Charles Pinkerton, the President of Kux Manufacturing Company, a Michigan Corporation to me known to be the person described in and who executed the foregoing instrument and acknowledged that he/she executed the same as his/her free act and deed.

MICHAEL G BORGER
Notary Public, Wayne County, MI
My Commission Expires Oct 18, 2004

Notary Public
Wayne County
My Commission Expires: 10/18/04

rafted by: Kevin A. McNulty @ LaMont Title Company, 500 Griswold Street, Suite 2100, Detroit, MI 48226 at sellers direction.
/then recorded return to LaMont Title Company, 500 Griswold Street, Suite 2100, Detroit, MI 48226

Recording Fee
County Treasurer's Certificate

State Transfer Tax

County Transfer Tax

City Treasurer's Certificate

This is to certify that there are no tax liens or taxes on this property and that taxes are paid for FIVE YEARS previous to date of this instrument.

OCT 27 2004

No. 3049 Clerk M. U. A.
Treasurer, City of Detroit

This is to certify that there are no tax liens or taxes on this property and that taxes are paid for FIVE YEARS previous to date of this instrument EXCEPT

No. 1620 Record Writing Date 10-27-04
WAYNE COUNTY TREASURER Clerk D. Baker

10-27-2004 11011620

DEED'S 4.00

LI-41601

Pa-308

First American Title Insurance Company

Commitment Number: 0408866 REV.2

SCHEDULE C
PROPERTY DESCRIPTION

The land referred to in this Commitment is described as follows:

Land in the City of Detroit, County of Wayne, State of Michigan more particularly described as:

That part of the Northwest 1/4 of Section 27, Town 1 South, Range 10 East, lying North of and adjoining the Northerly line of Fullerton Avenue, West of and adjoining the Westerly line of Burt Road and East of and adjoining the East line of Ridgedale (now known as Blackstone Avenue), excepting therefrom Glendale Avenue as dedicated and more particularly described as:

Beginning at the point of intersection of the Northerly line of Fullerton Avenue (66 feet wide) with the Westerly line of Burt Road (76 feet wide) as now established; thence along the Northerly line of Fullerton Avenue North 89 degrees 57 minutes 20 seconds West 523.19 feet to the Easterly line of Ridgedale (now Blackstone Avenue); thence Northerly along the Easterly line of Blackstone Avenue, 702.10 feet to the Southerly line of vacated Glendale Avenue; thence East along the Southerly line of vacated Glendale Avenue, 70.73 feet; thence North 0 degrees 54 minutes 30 seconds West to the Northerly line of vacated Glendale Avenue; thence West along the Northerly line of vacated Glendale Avenue, 70.00 feet to the East line of Blackstone Avenue; thence North along the East line of Blackstone Avenue, 188.50 feet to a point; thence East 522.59 feet to a point in the West line of Burt Road (86 feet wide); thence South 1 degree East, 949.88 feet to the point of beginning. EXCEPTING therefrom the Northerly 188.50 feet.

CH
50 FT

ALSO

Land in the Northwest 1/4 of Section 27, Town 1 South, Range 10 East, City of Detroit, Wayne County, Michigan, being Vacated Glendale Avenue, 50 feet wide, lying East of and contiguous to the Easterly line of Blackstone Avenue, 50 feet wide, more particularly described as beginning at the intersection of said Easterly line of Blackstone Avenue, with the Southerly line of said vacated Glendale Avenue; thence East 70.73 feet along said Southerly line; thence North 0 degrees 54 minutes 30 seconds West 50.00 feet; thence West 70.80 feet along the Northerly line of vacated Glendale Avenue; thence Southerly 50.00 feet along said Easterly line of Blackstone Avenue to the point of beginning.

ALSO DESCRIBED AS:

Part of the Northwest 1/4 of Section 27, Town 1 South, Range 10 East, City of Detroit, Wayne County, Michigan, and being more particularly described as follows: Beginning at the Northwest corner of Burt Road (width varies) and Fullerton Avenue (66 feet wide); proceeding thence from said point of beginning North 89 degrees 57 minutes 20 seconds West, along the North line of said Fullerton Avenue, a distance of 523.19 feet to the point of intersection of said street line with the East line of Blackstone Avenue (50 feet wide); thence North 00 degrees 56 minutes 41 seconds West, along the East line of said Blackstone Avenue, a distance of 752.10 feet to the point of intersection of said street line with the North line of vacated Glendale Avenue (50 feet wide); thence North 89 degrees 01 minute 41 seconds East, along the North line of said vacated Glendale Avenue and its Easterly extension. A distance of 522.69 feet to a point on the West line of said Burt road; thence South 00 degrees 58 minutes 35 seconds East, along the West line of said Burt Road, a distance of 761.38 feet to the point of beginning.

Commonly known as: 12667 & 12675 Burt Rd. Ward 22 Item 108137, 002L

PER ASSESSORS SL 10/25/2004

ALTA Commitment
Schedule C

(0408866.PFD/0408866.77)

667566 SEP 26 2005

①

Li-43590 PR-444
205449854 9/26/2005
Bernard J. Youngblood
Wayne Co. Register of Deeds

\$2.00

SEED 145946 4054 09/27/05

EXEMPT UNDER
MSA 7.458 (5) (H) CH
MCL 207.526 (8) (H)

WARRANTY DEED
(M.C.L. 565.151)

0507532

DETROIT COMMUNITY HIGH SCHOOL, A PUBLIC SCHOOL ACADEMY, a nonprofit corporation and public school academy organized and existing under Michigan law, whose address is 12267 Burt Road, Detroit, MI 48226, for One Dollar (\$1.00), hereby conveys and warrants to CREW Land Holdings, L.L.C., a Michigan Limited Liability Company, whose address is 25525 Ormond Drive, Southfield, Michigan 48034, the real property located in the City of Detroit, Wayne County, Michigan and legally described on Exhibit "A" attached hereto and incorporated herein subject to: legal highways, zoning ordinances and regulations, easements and restrictions of record, and real estate taxes and assessments due and payable after the delivery of this Deed and further subject to a Mortgage dated as of September 23, 2004, and recorded in the land records of Wayne County, Michigan at Liber 41440, Page 222 to 238.

Notice Pursuant to MCL 560.109(3):

This Grantor grants to the grantee the right to make all divisions under Section 108 of the Land Division Act, Act No. 288 of the Public Acts of 1967.

Notice Pursuant to MCL 560.109(4):

This property may be located within the vicinity of farm land or a farm operation. Generally accepted agricultural and management practices which may generate noise, dust, odors, and other associated conditions may be used and are protected by the Michigan Right to Farm Act.

IN WITNESS WHEREOF, the undersigned has executed this deed as of 8/15/05 2005.

Transfer Tax:

Exempt from County & State pursuant to MCLA 380.503(8)

DETROIT COMMUNITY HIGH SCHOOL
a Public School Academy

By: S. Bartlett Eddy
Its: Authorized Officer S. Bartlett Eddy

STATE OF MICHIGAN)

COUNTY OF Wayne)SS:

The foregoing instrument was acknowledged before me this 15 day of August, 2005 by S. Bartlett Eddy, the Authorized Officer of Detroit Community High School, a Public School Academy, a Michigan nonprofit corporation and public school academy organized and existing under Michigan law.

Drafted by and return to
Joseph D. Urban
Collins & Blaha, P.C.
25505 W. Twelve Mile Road
Southfield, MI 48034

Bryan M. Urban Notary Public
Wayne County, Michigan

When recorded return to:
LaMont Title Corporation
600 Griswold Street, Suite #2100
Detroit, Michigan 48226

This is to certify that this deed is valid for 5 years.

SEP 27 2005

07-15-2005 MCL 565.151

Treasurer, City of Detroit

LA MONT TITLE CORPORATION

LI-43590

Pa-445

EXHIBIT "A"

LEGAL DESCRIPTION OF THE REAL PROPERTY

City of Detroit, Wayne County, Michigan

That part of the Northwest 1/4 of Section 27, Town 1 South, Range 10 East, lying North of and adjoining the Northerly line of Fullerton Avenue, West of and adjoining the Westerly line of Burt Road and East of and adjoining the East line of Ridgedale (now known as Blackstone Avenue), excepting therefrom Glendale Avenue as dedicated and more particularly described as:

Beginning at the point of intersection of the Northerly line of Fullerton Avenue (80 feet wide) with the Westerly line of Burt Road (78 feet wide) as now established; thence along the Northerly line of Fullerton Avenue North 89 degrees 57 minutes 20 seconds West 623.19 feet to the Easterly line of Ridgedale (now Blackstone Avenue); thence Northerly along the Easterly line of Blackstone Avenue, 702.10 feet to the Southerly line of vacated Glendale Avenue; thence East along the Southerly line of vacated Glendale Avenue, 70.73 feet; thence North 0 degrees 54 minutes 30 seconds West to the Northerly line of vacated Glendale Avenue, 80.00 feet; thence West along the Northerly line of vacated Glendale Avenue, 70.80 feet to the East line of Blackstone Avenue; thence North along the East line of Blackstone Avenue, 188.50 feet to a point; thence East 522.50 feet to a point in the West line of Burt Road (86 feet wide); thence South 1 degree East, 949.88 feet to the point of beginning. EXCEPTING therefrom the Northerly 188.60 feet.

ALSO

Land in the Northwest 1/4 of Section 27, Town 1 South, Range 10 East, City of Detroit, Wayne County, Michigan, being Vacated Glendale Avenue, 50 feet wide, lying East of and contiguous to the Easterly line of Blackstone Avenue, 50 feet wide; more particularly described as beginning at the intersection of said Easterly line of Blackstone Avenue, with the Southerly line of said vacated Glendale Avenue; thence East 70.73 feet along said Southerly line; thence North 0 degrees 54 minutes 30 seconds West 50.00 feet; thence West 70.80 feet along the Northerly line of vacated Glendale Avenue; thence Southerly 50.00 feet along said Easterly line of Blackstone Avenue to the point of beginning.

ALSO DESCRIBED AS:

Part of the Northwest 1/4 of Section 27, Town 1 South, Range 10 East, City of Detroit, Wayne County, Michigan, and being more particularly described as follows: Beginning at the Northwest corner of Burt Road (width varies) and Fullerton Avenue (86 feet wide); proceeding thence from said point of beginning North 89 degrees 57 minutes 20 seconds West, along the North line of said Fullerton Avenue, a distance of 523.19 feet to the point of intersection of said street line with the East line of Blackstone Avenue (60 feet wide); thence North 00 degrees 58 minutes 41 seconds West, along the East line of said Blackstone Avenue, a distance of 762.10 feet to the point of intersection of said street line with the North line of vacated Glendale Avenue (50 feet wide); thence North 89 degrees 01 minute 41 seconds East, along the North line of said vacated Glendale Avenue and its Easterly extension, a distance of 622.89 feet to a point on the West line of said Burt road; thence South 00 degrees 58 minutes 35 seconds East, along the West line of said Burt Road, a distance of 761.38 feet to the point of beginning.

Commonly known as: 12687 & 12675 Burt Rd.

Tax Parcel ID: Ward 22 Item 108137.002L

I hereby certify that there are no liens or claims against this property and that taxes are paid for FIVE YEARS previous to date of this instrument EXCEPT
 257 [Signature] Date SEP 13 2005
 WAYNE COUNTY TREASURER Clerk [Signature]

667566 SEP 20 2005

(2)

LI-43590 Pu-446
205449853 9/26/2005
Bernard J. Younablood
Wayne Co. Register of Deeds

SEP 20 2005

SEP 20 2005

EXEMPT UNDER
MSA 7.456 (5) (H) CH
MCL 207.626 (6) (H)

WARRANTY DEED
(M.C.L. 565.151)

CREW LAND HOLDINGS, LLC, a Michigan Limited Liability Company, whose address is 25525 Ormrod Drive, Southfield, Michigan 48034, for Nine Hundred Forty-Four Thousand, Nine Hundred Nine Dollars and Fifty-One Cents (\$944,909.51), hereby conveys and warrants to DETROIT COMMUNITY HIGH SCHOOL, A PUBLIC SCHOOL ACADEMY, a nonprofit corporation and public school academy organized and existing under Michigan law, whose address is 12667 Burt Road, Detroit, MI 48226, the real property located in the City of Detroit, Wayne County, Michigan and legally described on Exhibit "A" attached hereto and incorporated herein subject to: legal highways, zoning ordinances and regulations, easements and restrictions of record, and real estate taxes and assessments due and payable after the delivery of this Deed and further subject to a Mortgage dated as of this date, and to be recorded in the land records of Wayne County, Michigan.

Notice Pursuant to MCL 560.109(3):

This Grantor grants to the grantee the right to make all divisions under Section 108 of the Land Division Act, Act No. 288 of the Public Acts of 1967.

Notice Pursuant to MCL 560.109(4):

This property may be located within the vicinity of farm land or a farm operation. Generally accepted agricultural and management practices which may generate noise, dust, odors, and other associated conditions may be used and are protected by the Michigan Right to Farm Act.

IN WITNESS WHEREOF, the undersigned has executed this deed as of 8/15/05 2005.

Transfer Tax:

CREW LAND HOLDINGS, LLC

Exempt from County & State pursuant to MCLA 380.503(8)

By: S. Bartlett Eddy
Its: Authorized Officer S. Bartlett Eddy

STATE OF MICHIGAN)
COUNTY OF Wayne)SS:

The foregoing instrument was acknowledged before me this 15 day of August, 2005, by S. Bartlett Eddy the Authorized Officer of CREW LAND HOLDINGS, LLC.

Kyan White
Notary Public, Wayne County, Michigan
My commission expires: 2-5-11

Drafted by and for: Joseph B. Urban
Collins & Blaha, P.C.
25505 W. Twelve Mile Road, Ste. 1900
Southfield, MI 48034

When recorded return to:
LaMont Title Corporation
500 Griswold Street, Suite 200
Detroit, Michigan 48226
This property and the interest therein are not subject to any lien or claim for FIVE (5) years to date.

NO Record Attached... SEP 21 2005... 2790... Brenda Brown

LI-43590

Pg-447

EXHIBIT "A"

LEGAL DESCRIPTION OF THE REAL PROPERTY

City of Detroit, Wayne County, Michigan

That part of the Northwest 1/4 of Section 27, Town 1 South, Range 10 East, lying North of and adjoining the Northerly line of Fullerton Avenue, West of and adjoining the Westerly line of Burt Road and East of and adjoining the East line of Ridgedale (now known as Blackstone Avenue), excepting therefrom Glendale Avenue as dedicated and more particularly described as:

Beginning at the point of intersection of the Northerly line of Fullerton Avenue (66 feet wide) with the Westerly line of Burt Road (76 feet wide) as now established; thence along the Northerly line of Fullerton Avenue North 89 degrees 57 minutes 20 seconds West 523.19 feet to the Easterly line of Ridgedale (now Blackstone Avenue); thence Northerly along the Easterly line of Blackstone Avenue, 702.10 feet to the Southerly line of vacated Glendale Avenue; thence East along the Southerly line of vacated Glendale Avenue, 70.73 feet; thence North 0 degrees 54 minutes 30 seconds West to the Northerly line of vacated Glendale Avenue, 60.00 feet; thence West along the Northerly line of vacated Glendale Avenue, 70.80 feet to the East line of Blackstone Avenue; thence North along the East line of Blackstone Avenue, 188.60 feet to a point; thence East 522.69 feet to a point in the West line of Burt Road (86 feet wide); thence South 1 degree East, 948.88 feet to the point of beginning. EXCEPTING therefrom the Northerly 188.60 feet.

ALSO

Land in the Northwest 1/4 of Section 27, Town 1 South, Range 10 East, City of Detroit, Wayne County, Michigan, being Vacated Glendale Avenue, 60 feet wide, lying East of and contiguous to the Easterly line of Blackstone Avenue, 50 feet wide, more particularly described as beginning at the intersection of said Easterly line of Blackstone Avenue, with the Southerly line of said vacated Glendale Avenue; thence East 70.73 feet along said Southerly line; thence North 0 degrees 54 minutes 30 seconds West 60.00 feet; thence West 70.80 feet along the Northerly line of vacated Glendale Avenue; thence Southerly 60.00 feet along said Easterly line of Blackstone Avenue to the point of beginning.

ALSO DESCRIBED AS:

Part of the Northwest 1/4 of Section 27, Town 1 South, Range 10 East, City of Detroit, Wayne County, Michigan, and being more particularly described as follows: Beginning at the Northwest corner of Burt Road (width varies) and Fullerton Avenue (66 feet wide); proceeding thence from said point of beginning North 89 degrees 57 minutes 20 seconds West, along the North line of said Fullerton Avenue, a distance of 523.19 feet to the point of intersection of said street line with the East line of Blackstone Avenue (50 feet wide); thence North 00 degrees 56 minutes 41 seconds West, along the East line of said Blackstone Avenue, a distance of 762.10 feet to the point of intersection of said street line with the North line of vacated Glendale Avenue (60 feet wide); thence North 89 degrees 01 minute 41 seconds East, along the North line of said vacated Glendale Avenue and its Easterly extension, a distance of 522.69 feet to a point on the West line of said Burt Road; thence South 00 degrees 58 minutes 35 seconds East, along the West line of said Burt Road, a distance of 781.38 feet to the point of beginning.

Commonly known as: 12667 & 12675 Burt Rd.

Tax Parcel ID: Ward 22 Item 108137.002L

(This is to certify that there are no tax liens on this property and that taxes are paid for FIVE YEARS previous to date of this instrument EXCEPT

7557 Registered Date SEP 15 2005
Wayne County Recorder Clerk, *[Signature]*

SEP-15-2005 11:02:55

DEEDS 4.00

CONTRACT SCHEDULE 7
REQUIRED INFORMATION FOR
PUBLIC SCHOOL ACADEMY

SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy. This Schedule contains information required by Part 6A of the Revised School Code ("Code"). The required information for the Academy is contained in this Schedule 7.

- Section a. Governance Structure. The governance structure of the Academy is set forth in Section a of this Schedule.
- Section b. Educational Goals. The educational goals of the Academy are set forth in Section b of this Schedule.
- Section c. Educational Programs. The educational programs of the Academy are set forth in Section c of this Schedule.
- Section d. Curriculum. The curriculum of the Academy is set forth in Section d of this Schedule.
- Section e. Methods of Pupil Assessment. The methods of pupil assessment of the Academy are set forth in Section e of this Schedule.
- Section f. Application and Enrollment of Students. The application and enrollment of students criteria of the Academy are set forth in Section f of this Schedule.
- Section g. School Calendar and School Day Schedule. The school calendar and school day schedule procedures are set forth in Section g of this Schedule.
- Section h. Age or Grade Range of Pupils. The age or grade range of pupils to be enrolled by the Academy are set forth in Section h of this Schedule.

SECTION A
GOVERNANCE STRUCTURE

GOVERNANCE STRUCTURE

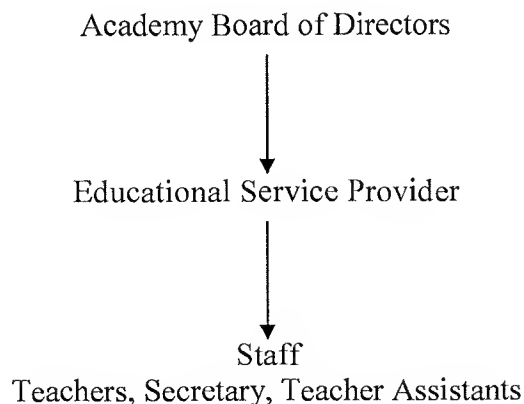
The College Board shall appoint the Board of Directors of the Academy ("Academy Board"). The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy. The Academy Board is responsible for assuring that the Academy operates according to the terms and conditions of this Contract and Applicable law. Contract Schedule 2: Bylaws, Articles IV and V, set forth a further description of the Academy Board's governance structure.

The Academy is incorporated as a non-stock, directorship nonprofit corporation. The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the College Board. The College Board shall select the members of the Academy Board according to the terms and conditions set forth by the Bay Mills Community College Board of Regents.

The Academy Board shall manage the business, property and affairs of the Academy. The Academy Board shall set all educational, fiscal and administrative policies for the Academy.

With the issuance of this Contract, the Academy Board may contract with a service provider to implement the Academy's educational program as set forth in Schedule 7 of this Contract. If the Academy Board retains a service provider, that service provider will be responsible for the performance of the Academy and will be accountable to the Academy Board. A service provider must report to the Academy Board at regularly scheduled times and upon any request by the Academy Board.

The Governance Structure of the Academy:



The Academy Board currently consists of five (5) members. Nominations and appointments of subsequent members shall be made in accordance with this Contract. Vacancies in office shall be determined and filled pursuant to the provisions set forth in the Bylaws. The current Academy Board Members are as follows:

<u>Board Member</u>	<u>Office</u>	<u>Term</u>
Dr. Richard D. Robinson	President of the Board of Directors	5/6/13 - 6/30/16
Mr. Kirk Mayes	Vice President	3/28/13 - 6/30/15
Mr. Nicholas Tobier	Treasurer	2/4/13 - 6/30/14
Mr Pat Devlin	Secretary	11/21/13 - 6/30/16
Mr. Toney Stewart		11/21/13 - 6/30/15
Ms Anika Goss-Foster		02/27/13 - 6/30/14

SECTION B
EDUCATIONAL GOALS

EDUCATIONAL GOAL AND RELATED MEASURES

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Section 6.2, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goal identified in this schedule. Upon request, the Academy shall provide Bay Mills Community College with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the College expects the Academy will meet the State of Michigan's accreditation standards and achieve Adequate Yearly Progress ("AYP") pursuant to state and federal law.

Educational Goal to Be Achieved

Prepare students academically for success in college, work and life. During the Contract term, the Academy shall not fall within the lowest 20% of the low performing schools identified by the Michigan Department of Education.

Measures for Determining Goal Achievement

To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the College will annually assess the Academy's performance using the following measures.

Measure 1: Student Achievement

Each student will demonstrate a minimum of one year's academic growth as measured by one of two nationally norm referenced tests, either Scantron's Performance Series or NWEA's Measure of Academic Performance. The academic achievement of all students in grades 2-11, who have been enrolled for three* or more years at the Academy, will be assessed using the following metrics and achievement targets:

Grade(s)	Metric	Achievement Targets
Grades 2-8	The average college readiness level based on scaled scores from the Performance Series [®] by Scantron [®] /NWEA [®] MAP [®] reading and math tests administered in the spring.	Students enrolled for three* or more years will on average achieve scaled scores equal to or greater than the grade-level achievement targets for reading and math identified in this schedule.
Grades 8-11	The average college readiness level based on subject scores from the Explore [®] , Plan [®] and ACT [®] tests by ACT, Inc. administered in the spring.	Students enrolled for three* or more years will on average achieve Explore, Plan and ACT subject scores equal to or greater than the achievement targets for reading, math, science, and English identified in this schedule.

*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Achievement Targets

Scantron Performance Series (PS) and NWEA MAP College Readiness Targets

Grade	PS Reading Spring Target	MAP Reading Spring Target	PS Math Spring Target	MAP Math Spring Target
2	2265	190	2191	191
3	2504	201	2380	204
4	2691	208	2497	214
5	2843	215	2615	224
6	2921	218	2733	229
7	2948	222	2800	236
8	3012	227	2890	242

EXPLORE, PLAN and ACT College Readiness Targets

Grade/Test	READING	MATH	SCIENCE	ENGLISH
8- EXPLORE	15	17	20	13
9 - EXPLORE	16	18	20	14
10 - PLAN	17	19	21	15
11 – ACT	21	22	24	18

Measure 2: Student Growth

The academic growth of all students in grades 2 through 11 at the Academy will be assessed using the following metrics and growth targets:

Grade(s)	Metric	Growth Targets
Grades 2-8	Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the Performance Series by Scantron /NWEA MAP.	Students' fall-to-spring academic growth on average will demonstrate measurable progress toward the grade-level achievement targets for reading and math identified in the schedule.
Grade 8-11	Growth made by students in reading, math, science, and English as measured by subject scores on the Explore, Plan and ACT tests.	Students' academic growth between tests on average will demonstrate measurable progress toward the achievement targets for the grade-level subject scores in reading, math, science, and English identified in the schedule.

SECTION C

EDUCATIONAL PROGRAMS

SECTION D
CURRICULUM

CURRICULUM

Algebra Common Core Curriculum	1
Geometry Grade Common Core Curriculum	2
Algebra II Grade Common Core Curriculum.....	3
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10 th Grade ELA Curriculum	8
12 th Grade Literature ELA Curriculum	12
12 th Grade AP Literature and Composition ELA Curriculum.....	16
6 th Grade World History Curriculum.....	18
7 th Grade World History Curriculum.....	43
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Third Grade Mathematics Common Core Curriculum.....	63
Fourth Grade Mathematics Common Core Curriculum.....	64
Fifth Grade Mathematics Common Core Curriculum.....	65
Sixth Grade Mathematics Common Core Curriculum	66
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Elementary Social Studies Curriculum Overview.....	69
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DCHS Comprehensive Health Education Curriculum	78
DCHS Physical Education Curriculum	81

Algebra Common Core Curriculum
Year-At-A-Glance

Quarter 1

Unit of Study 1.1:	Looking at Number Sense	(5 days)
Unit of Study 1.2:	Interpreting Algebraic Expressions	(7 days)
Unit of Study 1.3:	Operations with Linear Functions and Inequalities	(15 days)
Unit of Study 1.4:	Solving Linear Equations and Inequalities	(6 days)
Unit of Study 1.5:	Modeling Linear Equations and Inequalities	(6 days)

Quarter 2

Unit of Study 2.1:	Line of Best Fit	(10 days)
Unit of Study 2.2:	Solving Systems of Equations	(15 days)
Unit of Study 2.3:	Introducing Quadratics	(15 days)

Quarter 3

Unit of Study 3.1:	Continuing Quadratic/Polynomial Real-World Problems	(15 days)
Unit of Study 3.2:	Representing Polynomial Functions	(12 days)
Unit of Study 3.3:	Interpreting the Structure of Expressions and Using Equations and Inequalities to Solve Problems	(8 days)
Unit of Study 3.4:	Interpreting and Analyzing Functions	(10 days)

Quarter 4

Unit of Study 4.1:	Comparing Linear, Quadratic, and Exponential Models	(10 days)
Unit of Study 4.2:	Representing Data and Statistics with One Variable	(15 days)
Unit of Study 4.3:	Interpreting Linear Models with Data	(15 days)

Geometry Grade Common Core Curriculum
Year-At-A-Glance

Quarter 1

Unit of Study 1.1:	Introducing Geometric Basics	(14 days)
Unit of Study 1.2:	Proving Geometric Theorems Algebraically	(6 days)
Unit of Study 1.3:	Proving Triangles are Congruent	(19 days)

Quarter 2

Unit of Study 2.1:	Proving Triangles are Similar	(15 days)
Unit of Study 2.2:	Solving Right Triangles Using Trigonometric Ratios	(14 days)
Unit of Study 2.3:	Using Descriptions of Rigid Motion to Transform Geometric Figures	(11 days)

Quarter 3

Unit of Study 3.1:	Explaining Volume Formulas and Modeling Geometric Shapes	(11 days)
Unit of Study 3.2:	Using Definitions and Constructing Figures Inscribed in a Circle	(15 days)
Unit of Study 3.3:	Using Theorems of Circles	(12 days)

Quarter 4

Unit of Study 4.1:	Arc Length and Equations of Circles and Parabolas	(15 days)
Unit of Study 4.2:	Investigating Equations of Circles and Parabolas	(13 days)
Unit of Study 4.3:	Exploring the Laws of Sines and Cosines	(10 days)

Algebra II Grade Common Core Curriculum

Quarter 1

Unit of Study 1.1:	Understanding Basic Parts of Expressions and Units	(5 days)
Unit of Study 1.2:	Using Complex Number Systems	(5 days)
Unit of Study 1.3:	Introducing the Characteristics of Polynomial Functions Using Graphing	(10 days)
Unit of Study 1.4:	Transforming, Solving Using the Intersections of Linear Functions and Solving for Zeros Using Graphs	(15 days)

Quarter 2

Unit of Study 2.1:	Working with Polynomial Functions	(10 days)
Unit of Study 2.2:	Understanding Constraints with Models involving Equations and Inequalities	(5 days)
Unit of Study 2.3:	Solving Quadratic Equations Using Various Methods	(10 days)
Unit of Study 2.4:	Understanding Parabolas and Deriving their Equations	(5 days)
Unit of Study 2.5:	Using Systems of Equations to Solve for Points of Intersections	(10 days)

Quarter 3

Unit of Study 3.1:	Determining Inverse Functions	(5 days)
Unit of Study 3.2:	Connecting Arithmetic and Geometric Sequences and Series with Linear and Exponent Functions	(10 days)
Unit of Study 3.3:	Connecting Exponential and Logarithmic Functions using Multiple Representations	(10 days)
Unit of Study 3.4:	Using Arithmetic Operations and Graphing with Rational Expressions	(15 days)

Quarter 4

Unit of Study 4.1:	Deriving Values of Special Angles on the Unit Circle And Graphing Trigonometric Functions	(12 days)
Unit of Study 4.2:	Interpreting Data And Making Inferences Using Data	(6 days)
Unit of Study 4.3:	Applying Probability to Interpret Data	(8 days)
Unit of Study 4.4:	Using Rules of Probability to Compute Compound Events	(8 days)
Unit of Study 4.5:	Using Probability to Evaluate Outcomes	(6 days)

9th Grade ELA Curriculum: Achieve What You Believe! Reading and Writing Alignment Template

Unit Number	Time of Year	Estimated Time of Unit	Reading Genre	Writing Genre
	September (first week) includes pre-assessment and introducing class fundamentals	1 week		
	September- 1st week of October All English Classes 9-12 will focus on 8 parts of speech, sentence structure, paragraph writing, elements of fiction in order to set foundation for teaching as well as to allow teachers to establish relationship with students	4 weeks	Fiction reference if applicable as students begin paragraph writing and looking at elements of fiction	Informational if applicable
1-3 Narrative Structure Characterization and Point of View Setting, Mood and Imagery	September-October 9/2-10/31 <u>I Know Why the Caged Bird Sings</u> <u>A Separate Peace</u>	8 weeks	Autobiography Fiction	Personal Narrative Comparison/Contrast Short Story
4-6 Theme and Symbol Author's Purpose Argument and Persuasion	November-January 11/3-1/16 <u>Raisin in the Sun</u> <u>To Kill a Mockingbird</u>	10 weeks	Drama Fiction Non-Fiction	Literary Analysis Problem/Solution Essay Persuasive Speech
7-10 Short Stories Vignettes The Novel Poetry	January-March 1/20-3/27 <u>Of Mice and Men</u> <u>House on Mango Street</u> Plethora of Poetry	10 Weeks	Poetry Fiction	The Narrative Personal Response to Poetry Analysis of Author's Style Persuasive Essay

Author's Style and Voice History, Culture, Author <u>10-12</u>				
Language of Shakespeare Language of Homer	<u>March-June</u> 3/30-6/5 <u>Romeo and Juliet</u> <u>Odyssey</u>	10 Weeks	Drama Epic Poem	Comparison of Play and Film Subject Analysis

- **LEARNING TARGETS:** Specific and measurable
 - Contain performance verbs that describes how students will demonstrate achievement
 - State the specific context in which the student will apply that performance
- **GENRES**
 - See Pacing Guide Above
 - Novels
 - Short Stories
 - Poetry
 - Drama
- **THE ESSAY**
 - Basic Five Paragraph Essay Format (introduction, body, conclusion)
 - Persuasive Essay
 - Personal Narrative
 - Compare/Contrast
- **WRITING AND GRAMMAR**
 - 8 parts of speech
 - Punctuation: commas, semicolons, colons
 - Pronoun Usage
 - Subject/Verb agreement
 - Run-on sentences and sentence fragment
- **WRITING WORKSHOP**
 - Introduce process through basic essay format
 - Introduce MLA format

READING/LITERATURE/LITERACY

Elements of Literature

Plot Structure (Wich's Hat)

See Scope and Sequence for other terms/devices

- | | | |
|-----------------|---------------|-----------------------|
| • Anecdote | • Irony | • Narration/Narrative |
| • Description | • Dramatic | • Nonfiction |
| • Dialect | • Verbal | • Plot |
| • Fantasy | • Situational | • Plot structure |
| • Fiction | • Simile | • Point of view |
| • Foreshadowing | • Imagery | • Theme |
| • Setting | • Denotation | |
| • Connotation | • Conflict | |
| • Allusion | | |

10th Grade ELA Curriculum: Achieve What You Believe! Reading and Writing Alignment Template

Unit Number	Time of Year	Estimated Time of Unit	Reading Genre	Writing Genre
Pre-assessment (Scantron) Post-assessment (Scantron and Plan) Introduction of 1 st paper (persuasive essay)	September 9/2- 9/12 All English Classes 9-12 will focus on 8 parts of speech, sentence structure, paragraph writing, elements of fiction in order to set foundation for teaching as well as to allow teachers to establish relationship with students	4 Weeks		
1-2 Early American Writing 1600-1800; Emerging Nation American Romanticism 1800-1855; Celebrating the Individual	<u>October-November</u> Crucible Into the Wild	8 Weeks	Drama Creative Non- Fiction Non-Fiction	Persuasive Essay (through 3 rd Quarter)
3-4 From Romanticism to Realism; Age of Transition 1855-1870 Regionalism and Naturalism; Capturing the Natural Landscape 1870-1910	<u>December-January</u> Excerpts from the Great Escapes Awakening and Ethan From w/discussion of Glory Field	5 Weeks	Slave Narratives Fiction	Persuasive Essay (through 3 rd Quarter) Literary Analysis Biographical Essay
5 Harlem Renaissance Modernism	<u>January-March</u> Catcher in the Rye Harlem Renaissance Poetry	10 Weeks	Fiction Poetry	Persuasive Essay Comparing Poems

1910-1940	<p>(Langston Hughes, Countee Cullen, Claude McKay, James Weldon Johnson)- http://www.poets.org/viewmedia.php/prmMID/19694</p> <p>Modern Short Story http://voices.yahoo.com/the-10-best-short-stories-modern-age-7471318.html</p>	10 Weeks	Drama	Problem/Solution Essay
<u>6</u> Contemporary Literature 1940-Present	<u>March-June</u> Piano Lesson Short Story Poetry			

- **LEARNING TARGETS:** Specific and measurable
 - Contain performance verbs that describes how students will demonstrate achievement
 - State the specific context in which the student will apply that performance
- **GENRES**
 - See Pacing Guide Above
 - Novels
 - Short Stories
 - Poetry
 - Drama
 - Non-fiction
- **THE ESSAY**
 - Basic Five Paragraph Essay Format (introduction, body, conclusion)
 - Persuasive Essay
 - Problem/Solution
 - Cause/Effect – Honor's English
 - Compare/Contrast – Honor's English
 - Assessment Writing (writing on-demand) Honor's English
- **WRITING AND GRAMMAR**
 - 8 parts of speech
 - Punctuation: commas, semicolons, colons
 - Pronoun Usage
 - Subject/Verb agreement
 - Run-on sentences and sentence fragment
 - Active voice vs. passive voice – Honor's English
 - Participial Phrases – Honor's English
 - Appositive Phrases – Honor's English
 - Prepositional Phrases – Honor's English
 - Gerund Phrases – Honor's English
 - Infinitive Phrases – Honor's English
 - Diction/Syntax - Honor's English

- WRITING WORKSHOP
 - Introduce process through basic essay format
 - Introduce MLA format
 - Primary/Secondary Sources - Honor's English

READING/LITERATURE/LITERACY

Elements of Literature

Plot Structure (Witch's Hat)

See Scope and Sequence for other terms/devices

- | | | |
|-----------------|---------------|-----------------------|
| • Anecdote | • Irony | • Narration/Narrative |
| • Description | • Dramatic | • Nonfiction |
| • Dialect | • Verbal | • Plot |
| • Fantasy | • Situational | • Plot structure |
| • Fiction | • Simile | • Point of view |
| • Foreshadowing | • Imagery | • Theme |
| • Setting | • Denotation | |
| • Connotation | | |

12th Grade Literature
 ELA Curriculum: Achieve What You Believe! Reading and Writing Alignment Template

<u>Unit Number</u>	<u>Time of Year</u>	<u>Est. Time of Unit</u>	<u>Reading Genre</u>	<u>Writing Genre</u>
	<u>September</u> (pre-assessment) All English Classes 9-12 will focus on 8 parts of speech, sentence structure, paragraph writing, elements of fiction in order to set foundation for teaching as well as to allow teachers to establish relationship with students	5 Week		
<u>Background</u>	9/8-10/10 History of Literature; How to Read Literature Like a Professor Why Teach Literature Annotations; MLA Format	4 Weeks		
<u>1</u> <u>The Short Story</u> Focus on Southern Gothic Literature Speculative Fiction The Classic Horror Story	January-February Various British and American Authors	4		Compare/Contrast Literary Analysis Personal Reflection

<p><u>2-3</u></p> <p>The Anglo-Saxon and Medieval Periods;</p>	<p><u>February-April</u></p> <p><u>Beowulf</u></p> <p><u>Canterbury Tales</u></p> <p><u>The Iliad</u></p>	9 Weeks	<p>Epic</p> <p>Poetry</p> <p>Poetry</p> <p>Drama</p>	<p>Comparison/Contrast</p> <p>Cause/Effect</p> <p>Literary Analysis</p>
<p><u>4</u></p> <p>The Language of Shakespeare</p> <p>The English Renaissance</p>	<p><u>April-May</u></p> <p><u>4/20-5/4</u></p> <p><u>Hamlet</u></p>	5 Weeks	Drama	Literary Analysis
<p><u>5</u></p> <p>Writing the Research Paper</p>	<p><u>May-June</u></p>	3 Weeks		Research Paper

- **LEARNING TARGETS:** Specific and measurable
 - Contain performance verbs that describes how students will demonstrate achievement
 - State the specific context in which the student will apply that performance
- **GENRES**
 - See Pacing Guide Above
 - Novels
 - Short Stories
 - Poetry
 - Drama
 - Non-fiction (1st quarter)
- **THE ESSAY**
 - Basic Five Paragraph Essay Format (introduction, body, conclusion)
 - Students will be introduced to the longer paper
 - Literary Analysis
 - Problem/Solution
 - Cause/Effect
 - Compare/Contrast
 - Personal Reflection
- **WRITING AND GRAMMAR**
 - 8 parts of speech
 - Punctuation: commas, semicolons, colons
 - Pronoun Usage
 - Subject/Verb agreement
 - Run-on sentences and sentence fragment
 - Active voice vs. passive voice
 - Participial Phrases
 - Appositive Phrases
 - Prepositional Phrases
 - Gerund Phrases
 - Infinitive Phrases

- Consistency and Tense
- Transitional Words and Phrases
- Punctuation
- Diction/Syntax

• WRITING WORKSHOP

- Reinforce process through basic essay format
- Reinforce MLA format
- Introduce the longer essay
 - Primary/Secondary Sources

READING/LITERATURE/LITERACY

Elements of Literature

Plot Structure (Witch's Hat)

See Scope and Sequence for other terms/devices

- | | |
|--------------------------------|----------------------------|
| • Anecdote | • Foreshadowing |
| • Dramatic Narration/Narrative | • Setting |
| • Nonfiction | • Connotation |
| • Plot | • Irony |
| • Plot structure | • Close Reading/Annotation |
| • Point of view | • Summarizing |
| • Theme | • Skimming |
| • Verbal | • Journaling |
| • Situational | • Paraphrasing |
| • Simile | • Note-taking |
| • Imagery | |
| • Denotation | |
| • Description | |
| • Dialect | |
| • Fantasy | |
| • Fiction | |

12th Grade Advanced Placement Literature and Composition ELA Curriculum: Achieve What You Believe!
Reading and Writing Alignment Template

Unit Number	Time of Year	Estimated Time of Unit	Reading Genre	Writing Genre
Becoming familiar with AP (structure, tests, essays, etc..)	September (first week) includes pre-assessment and introducing class fundamentals; inclusion of summer reading	1 week	Fiction Drama	Reflective Essay
1-2 Feminism, Colonialism	September-October 9/2-10/31 "Story of an Hour"; "The Yellow Wallpaper"; "The Heart of a Woman"; from <u>The Color Purple</u> ; "Feminism: It's a Black Thing"; <u>Heart of Darkness</u>	8 weeks	Short Story Poetry Novella Film Fiction	Point of View Comparison/Contrast Critical Analysis
3 Self-Identity through Literature	November-January 11/3-1/16 Fences Color of Water <u>Autobiography of An Ex-Colored Man</u>	10 weeks	Fiction Drama	Persuasive Essay
4 Modern and Contemporary Literature Begin AP test prep	February 1/20-3/27 <u>Death of a Salesman</u>	4 Weeks	Drama	Literary Analysis Cause/Effect
5 cont. Modern and Contemporary Literature; cont. AP test prep	March <u>All the Pretty Horses</u>	5 Weeks	Fiction	Literary Analysis
6 The English Renaissance	April-May <u>Hamlet</u>	5 Weeks	Drama	

cont. AP test prep	May-June	4 Weeks	Variety of Text (Drama, Fiction, Poetry)
7 Text Analysis Symbolism Literary Device Analysis Exercises in Style	Variety of Text (students will choose)		

NOTE: Students will sit for the AP exam mid-May
 AP Students write on-demand weekly
 Essays include: reflective, exploratory, cause/effect, compare/contrast, critical review
 MLA format is required
 Dialectal Journals
 Level Questions

Big Terms for AP Literature:

Alliteration	Allusion	Ambiguity	Apostrophe*	Aside	Assonance	Cacophony	Conceit	Connotation*	Consonance
Denotation*	Diction	Enjambment	Epiphany	Euphony	Flashback	Form	Foreshadowing		
Free Verse	Hyperbole*	Imagery*	Irony (Dramatic, Situational, Verbal)						
Metaphor (Stated, Implied, Extended)*				Onomatopoeia	Oxymoron	Paradox*	Personification*		Polysyndeton
Rhyme	Simile*	Stream of Consciousness	Structure	Symbol*	Tone*				
Understatement									

6th Grade

World History Curriculum Early Humans - Renaissance

World Geography/SS 101	(12 days)
Early Humans & Rise of Civilization	(10 days)
Middle East & Ancient Egypt	(14 days)
Ancient Greece	(16 days)
Ancient Rome	(15 days)
Islam & Muslim Empires	(12 days)
Formative Assessment (1/10 - 1/17)	
Civilizations of Africa	(13 days)
Early Americas	(15 days)
India	(12 days)
China	(14 days)
Japan	(9 days)
Medieval Europe	(19 days)

Unit 1: Human Geography

Essential Question		InspirEd Unit:	Pages/Notes:
How do physical features create regions?		** See notes	**Though not addressed in 1 particular lesson, the study of each civilization begins with an examination of geography - its region, climate, landforms, etc.
How does a location of a region influence its climate?			
How do environmental factors affect where people choose to live?		4201 - Characteristics of Civilization	15-19 (why people settle where they do; how does it impact a civilization?)
How can maps, charts, and graphs be used to represent features of physical geography?		"What is Geography?" add-on lessons	"What's It All About?" - (difference between physical and cultural geography)
How can maps, charts, and graphs be used to represent features of human geography?			
How do environmental factors influence the ways that human societies organize themselves?		4201 - Characteristics of Civilization	31-34 (research a civilization to determine how environment and other factors impact a civilization)
What features define a group of people as a civilization?		4201 - Characteristics of Civilization	10-14 (characteristics of a civilization) Also use the chart on pgs. 8-9 to record examples of characteristics over Units 3-7)
How do civilizations maintain political order?		4201 - Characteristics of Civilization	35-38 (government/law) 44-49 (social order/hierarchy)
How do civilizations help people to get what they need and want?		4201 - Characteristics of Civilization	50-55 (barter and trade)

Extra Content Lessons Pertaining to Ancient Civilizations (for intro unit):			
Geographical Theme - Human Environmental Interaction	"What is Geography?" add-on lessons	"Changing Places"	
Geographical Theme - Movement	"What is Geography?" add-on lessons	"Let's Move"	
Role of religion in development of civilization (basic concept - not specific to one specific civilization)	4201 - Characteristics of Civilization	56-60 (religion comes from a need to explain the world; students research to compare and contrast a myth from 2 different ancient civilizations)	
Importance of culture and traditions in a civilization (basic concept - not specific to one specific civilization)	4201 - Characteristics of Civilization	61-64 (research gender roles, family, marriage, homes, entertainment, social classes, etc.)	
Development of language	4201 - Characteristics of Civilization	65-69 (compare languages over several civilizations - students determine if each is pictographic, syllabic or alphabetic)	
What can we learn from ancient cultures from artifacts?	4201 - Characteristics of Civilization	70-75 (examine artifacts from Indus Valley, Mesopotamia, Egypt, China - Shang and Qin- Greece and Rome to make inferences)	
What causes civilizations to decline and fall?	4201 - Characteristics of Civilization	82-86 (warm up examines the Shang, students write a short story based on decline and fall of a civilization)	

Unit 2: Early Humans

Essential Question	InspirEd Unit:	Pages/Notes:
What are the markers of change over time in the development of prehistoric man?	4100 - Pre-Colonial Africa	16-20 (discoveries of Leakeys and Donald Johanson - discuss prehistoric man/artifacts/etc.)
How did life in the Neolithic period compare to life in the Paleolithic period?	4100 - Pre-Colonial Africa	30-34 (compare and contrast Paleolithic Era and Neolithic Era)
How were tools/artifacts used by Neolithic man more advanced than those used by Paleolithic man?		
What inventions made it possible for man to farm?		
How did the invention of agriculture relate to the beginning of civilization?	**4201 - Characteristics of Civilization	**31-34 (this lesson pertains to lesson 1 but agricultural revolution is discussed in lesson warm-up)
What are the characteristics of a civilization?	**4201 - Characteristics of Civilization	**10-14 (same question as in Unit 1 - characteristics of a civilization) Also use the chart on pgs. 8-9 to record examples of characteristics over Units 3-7)
What resources do people NEED in order to survive?	**4201 - Characteristics of Civilization	**15-19 (lesson warm-up answers this question - this lesson used in Unit 1)
How would the scarcity of resources affect how and where people live?	4201 - Characteristics of Civilization	24-30 (how and why civilizations experience scarcity)
Why was Mesopotamia one of the earliest areas of settlement in world history?	4101 - Ancient Mesopotamia	8-12 (geography and settlement)
How did the city-states of Mesopotamia use written language in the organization of their societies?	4101 - Ancient Mesopotamia	19-24 (also compares to language of ancient China and India)

Essential Question	Inspired Unit:	Pages/Notes:
Why do groups of people need laws?	4101 - Ancient Mesopotamia	41-48 (Hammurabi's Code)
How do the laws of Hammurabi compare to our laws today?		

Unit 3: Ancient China

Essential Question	InspirEd Unit:	Pages/Notes:
How did Chinese geography influence China's relationship with the rest of the world?	4103 - Ancient Asia	74-78 (lesson focus is the Silk Road but also discusses relations with Rome and shows map of interactions with Africa, Middle East and Europe)
How did Chinese rivers positively and negatively affect early Chinese civilizations?	4103 - Ancient Asia * 4109 - Middle Ages Asia *	** Ancient and Middle Ages China lessons listed here and in Unit 11 address the importance of rivers, flooding, irrigation projects, etc.
How does specialization develop in society?	4201 - Characteristics of Civilization	39-43 (addresses basic concept of specialization of labor and how it leads to social hierarchy - can be applied to Ancient China)
How did the development of trade goods in Neolithic China reflect the needs of Neolithic society?		
How did the flooding of the Yellow River affect the history of the Xia Dynasty?	4103 - Ancient Asia	46-50 (Xia Dynasty)
How did Xia success at controlling the floods of the Yellow River affect Chinese civilization?		
How did natural resources affect the achievements of the Shang Dynasty?	4201 - Characteristics of Civilization	76-81 (survey of achievements of several ancient civilizations including Shang, Harappa, Sumerians, Egypt, etc.)
How do innovations and technologies influence society?	4103 - Ancient Asia	79-83 (mini persuasive project over Ancient Chinese contributions)
How did the Mandate of Heaven develop?	4103 - Ancient Asia	57-62 (Mandate of Heaven, dynastic cycle, Confucian teachings in government)

Essential Question	InspirEd Unit:	Pages/Notes:
How did geography impact conflicts between kings and nobles under the Zhou dynasty?		
How did Confucianism and Daoism create order in ancient China?	4103 - Ancient Asia	51-56 (Confucianism and Daoism)

Unit 4: Ancient India

Essential Question		InspirEd Unit:	Pages/Notes:
How did the geography of the Indian subcontinent isolate India from the rest of the world?	How did the isolation of the Indus Valley affect the culture of the Harappan civilization?	4103 - Ancient Asia	8-14 (geography, culture, government, achievement, etc. of Harappan Civilization)
How did the needs and values of the Harappans influence their achievements?			
How did geography and culture influence the Aryans' ability to conquer the Harappans?			
How did the Aryan conquest of the Harappan civilization change the culture of northern India?			15-19 (Aryan Invasion and Vedic Age)
Extra Content Lessons Pertaining to Ancient India:			
***Cultural Achievements of Ancient India		4103 - Ancient Asia	42-45 (Internet research project of achievements of Harappan, Aryan and Mauryan civilizations)

Unit 5: Egypt and Mesopotamia

Essential Question		InspirEd Unit:	Pages/Notes:
What are the major geographic features of ancient Egypt?		4102 - Ancient Egypt	8-11 and 12-16 (importance of the Nile River, kingdoms along the river, etc.)
How did the geography of ancient Egypt affect the culture of the ancient Egyptians?			
What were the religious beliefs and practices of the ancient Egyptians?		4102 - Ancient Egypt	28-33 (life and afterlife)
What were the major achievements of the ancient Egyptians?		4102 - Ancient Egypt	51-54 (hieroglyphics)
How did architecture and other achievements reflect the religious values of ancient Egypt?		4102 - Ancient Egypt	34-39 (mummification) 40-45 (tombs/pyramids)
How did technology cause ancient Egypt to gain and lose power?		4102 - Ancient Egypt	21-27 (overview of periods of history, pharaohs, accomplishment and setbacks, etc.)
How did invasions cause Egyptian culture to change?		4102 - Ancient Egypt	81-86 (Cleopatra and Roman conquest)
What were the major achievements of the Ptolemaic dynasties in Egypt?		4102 - Ancient Egypt	17-20 (overview of rulers, research lesson that can be used to target this time period and its rulers)
How and why do powerful civilizations sometimes form empires?		4101 - Ancient Mesopotamia	34-40 (Sargon and Hammurabi, compare empires, etc.)
How did Sargon and Hammurabi create and strengthen the Akkadian empire?			
How did empires after Akkadia—the Hittites, Assyria, the NeoBabylonians, Persia—rise and fall?		4101 - Ancient Mesopotamia	78-82 (Assyrians) 83-86 (Persians)
How did the culture of Mesopotamia change as different empires gained and lost power?		4101 - Ancient Mesopotamia	87-91 (research project)

Essential Question	InspirEd Unit:	Pages/Notes:
Extra Content Lessons Pertaining to Ancient Mesopotamia and Egypt:		
*** Creation stories	4101 - Ancient Mesopotamia	13-18 (compare and contrast stories from Mesopotamia, Islam and the Old Testament)
***Ancient Sumer	4101 - Ancient Mesopotamia	25-33 (geography, culture, achievement of Ancient Sumer)
*** Hanging Gardens of Babylon	4101 - Ancient Mesopotamia	49-54 (wonders of the ancient world, history mystery of hanging gardens)
***Phoenicians	4101 - Ancient Mesopotamia	55-59 (ancient trade)
*** Daily Life in Mesopotamia	4101 - Ancient Mesopotamia	60-63 (diet, customs, family life, etc.)
***Mythology of Mesopotamia	4101 - Ancient Mesopotamia	64-66 (mythology of Ancient Mesopotamia)
*** King Tut	4102 - Ancient Egypt	46-50 (artifacts, King Tut's tomb)
*** Daily life in Ancient Egypt	4102 - Ancient Egypt	59-66 (diet, homes, clothing, etc)
*** Trade in Ancient Egypt	4102 - Ancient Egypt	67-74 (local market) 75-80 (foreign trade)
*** Ancient Egypt Project	4102 - Ancient Egypt	87-90 (cumulative project for Ancient Egypt unit)

Unit 6: Ancient Greece

Essential Question		InspirEd Unit:	Pages/Notes:
What are the major physical features of Greece?		4104 - Ancient Greece	8-13 (geography, climate, landforms, how different parts of Greece were isolated from each other)
How did the geography of Greece isolate developing city-states?		4104 - Ancient Greece	33-36 (how Greece "made do" with the resources they had - limited farmland, etc. - and trade)
How do physical features affect economy?		4104 - Ancient Greece	23-26 (students research a city-state to compare and contrast to others)
What did Greece need to develop a system of money?		4104 - Ancient Greece	27-32 (development of democracy in Greece, how the government was structured, rights and responsibilities of citizens, compare and contrast to the U.S.)
How did city-states develop politically?		4104 - Ancient Greece	44-47 (literature)
How did Greek government evolve from a monarchy to a democracy?		4104 - Ancient Greece	48-53 (philosophy)
What are the characteristics of a democracy?		4104 - Ancient Greece	54-56 (mythology)
What are the rights and responsibilities of citizens in a society?		4104 - Ancient Greece	57-62 (Olympics)
Who was a citizen in Athens and what were their rights and responsibilities?		4104 - Ancient Greece	63-67 (architecture)
What are the cultural characteristics of Ancient Greece?		4104 - Ancient Greece	86-89 (culture project)

Essential Question	InspirEd Unit:	Pages/Notes:
How did Alexander the Great unify Greece?	4104 - Ancient Greece	82-85 (unification under Alexander the Great, building of an empire, achievements, preservation of Greek culture, legacy)
How did the conquests of Alexander the Great spread Greek culture?		
Why did Alexander the Great's empire not last?		
Extra Content Lessons Pertaining to Ancient Greece:		
*** Persian Wars and Golden Age	4104- Ancient Greece	37-43 (causes, events, outcomes; includes story of the "marathon" and Pericles)
*** More Achievements of the Ancient Greeks	4104- Ancient Greece	68-72 (medicine, math, etc.)
*** Peloponnesian Wars	4104- Ancient Greece	73-79 (includes description of Spartan soldiers and causes/events/outcomes)

Unit 7: Ancient Rome

Essential Question	InspirEd Unit:	Pages/Notes:
How does the myth of Remus and Romulus explain the foundation of Rome?	4105 - Ancient Rome	8-13 (myth of Romulus and Remus, geography, early settlers)
Why did the Romans settle around the Tiber River?		
What are the characteristics of a republic government and how was it structured?	4105 - Ancient Rome	19-23 (structure of Roman Republic)
How did the republic turn into an empire and what are the characteristics of the empire?	4105 - Ancient Rome	44-48 (Julius Caesar) 49-55 (Augustus, shift to empire, various emperors)
What are the cultural characteristics of ancient Rome?	4105 - Ancient Rome	24-22 (social classes, language, mythology, entertainment, architecture)
What are the main tenants of Judaism?	4101 - Ancient Mesopotamia	67-72 (founding) 73-78 (tenants)
How was Christianity started and what are the main tenants?	4105 - Ancient Rome	69-73 (tenants, spread, effect on empire, role of Constantine, etc.)
How did Christianity spread?		
How did the rise of Christianity affect the Roman empire?		
What was Constantine's role in the rise of Christianity?		
How do Christianity align and differ?	** see notes	**Students will be able to create a Venn diagram with information from lessons aligning to previous 2 essential questions

Essential Question		InspirEd Unit:	Pages/Notes:
Why was the Roman empire able to expand over such a large area?		4105 - Ancient Rome	56-60 (military) 64-68 (Roman Roads/trade)
How did Rome maintain power over its colonies?			
What are the internal factors that led to the fall of Rome?		4105 - Ancient Rome	74-79 (internal decline) 80-84 (external invasions and last-ditch efforts)
What are the internal factors that led to the fall of Rome?			
Extra Content Lessons Pertaining to Ancient Rome:			
***Roman law		4105 - Ancient Rome	34-37 (12 Tables)
*** Punic Wars		4105 - Ancient Rome	38-43
*** Other contributions/achievements		4105 - Ancient Rome	60-63 (engineering, city-planning, arts, etc.) 85-89 (project - enduring legacy and contributions)

Unit 8: Islam and Muslim Empire

Essential Question	InspirEd Unit:	Pages/Notes:
How did the people adapt to their desert environment?	4201 - Characteristics of Civilization	20-23 (introduces the basic concept of "adaptation" then this can be extended to specifics about desert cultures)
How did Islam start?	4109 - Middle Ages Asia	15-20 (Muhammad, founding of Islam, some reference to major tenants. Other references made throughout lessons in this unit)
What are the major tenants of Islam?		
What are the aspects of Muslim culture?	4109 - Middle Ages Asia	31-36 (Sharia and Muslim Law and society)
How did Islam shape political thought in Muslim communities?		
How did ideas about succession lead to political division?	4109 - Middle Ages Asia	23 (a chronology included in growth of Muslim Empire lesson includes information about split)
How do the rights and responsibilities of Muslim citizens compare to those of Greece and Rome?	4109 - Middle Ages Asia	31-36 (Sharia and Muslim Law and society)
How did Muslim dynasties grow wealthy?	4109 - Middle Ages Asia	21-26 (growth of Muslim Empire)
How did trade impact the cultural influence of the Abbasid Dynasty?	4109 - Middle Ages Asia	27-30 (Abbasid dynasty; rise, fall, contributions)
What caused the Abbasid Dynasty to fall?		

Essential Question	InspirEd Unit:	Pages/Notes:
How did the Arab culture influence our culture today?	4109 - Middle Ages Asia	37-43 (contributions of Muslim Empire including Arabic, innovation, literature, etc.)

Unit 9: Culture and Kingdoms of Africa

Essential Question	InspirEd Unit:	Pages/Notes:
What are the geographical features of Africa?	4100 - Pre Colonial Africa	9-15 (geography, tribal creation stories)
How did the geographical features affect the settlement and movement of people in Africa?	4100 - Pre Colonial Africa	35-42 (rotation activity providing an overview of rise/fall, history, contributions, etc. of: - Nubia - Nok people (Nigeria) - Bantu Migrations - Congo - Axum (Ethiopia)
Why did Bantu-speaking people first settle along the Niger River?		
How did the Bantu-speaking people prosper economically?		
Why did the Bantu migrate to the southeastern coast of Africa?		
How did Bantu cultural expressions reflect their way of life?		
How did Axum control trade in East Africa?		
How did Zimbabwe use taxation to build wealth?	4100 - Pre Colonial Africa	82-87 (overview of eastern Swahili trading kingdoms, including Great Zimbabwe)
How did Arab trade influence the development of trading city-states in East Africa?		
How did Ghana gain power in West Africa?	4100 - Pre Colonial Africa	71-75 (mineral wealth) 76-81 (west Africa trade kingdoms - Ghana, Mali, Songhay)
How did the spread of Islam influence West African kingdoms?		
How did the control of resources lead to control of trade routes in West African civilizations?		

Essential Question	InspirEd Unit:	Pages/Notes:
Extra Content Lessons for Pre-Colonial Africa		
*** Early hunter-gatherers	4100 - Pre Colonial Africa	26-29 (Blombos cave excavation and findings)
*** Egypt and Kush	4100 - Pre Colonial Africa	47-51 (compare and contrast the two civilizations)
*** Hannibal and Carthage	4100 - Pre Colonial Africa	57-62 (primary source lesson)
*** artifacts and archeology	4100 - Pre Colonial Africa	63-65 (research lesson, create a dig site map)
*** Ancient Africa project	4100 - Pre Colonial Africa	88-91

Unit 10: Classical India

Essential Question	InspirEd Unit:	Pages/Notes:
How did Hinduism reflect the culture of the Aryans?	4103 - Ancient Asia	20-25 (Hinduism: founding, deities, basic beliefs, etc.)
What are the main beliefs and practices of the Hindu religion?		
What was the social structure set up by the Caste system?		
What was the quality of life like for members of each caste and the untouchables?	4103 - Ancient Asia	26-30 (Caste system, social structure, untouchables)
Why did people accept their place within the Caste system?		
What events prompted Prince Gautama to search for truth?		
What are the main teachings of Buddhism?	4103 - Ancient Asia	31-35 (Buddha and Hinduism: teachings, comparing and contrasting Hinduism and Buddhism)
How do Hinduism and Buddhism differ?		
What role did Emperor Asoka have in the spread of Buddhism in Asia?		
	4103 - Ancient Asia	36-41 (Ashoka and the Mauryan Empire: growth, spread of Buddhism)

Essential Question	Inspired Unit:	Pages/Notes:
How did the strong economy of the Gupta empire lead to the Golden Age of India?	4109 - Middle Ages Asia	80-87 Gupta rise, rule and fall; accomplishments, etc.)
What were the major achievements of the Gupta Empire?		
What are the lasting legacies of the Golden Age of India?		

Unit 11: Imperial China

Essential Question	InspirEd Unit:	Pages/Notes:
How did control over resources give power to groups and establish a social structure?	4103 - Ancient Asia	46-50 (early rulers, ancient river civilizations)
How did legalism influence the Qin Dynasty?	4103 - Ancient Asia	63-68 (Great Wall, legalism and other contributions of the Qin Dynasty)
What were some of the great accomplishments of the Qin Dynasty?		
How did Confucianism change government beginning in the Han Dynasty?	4103 - Ancient Asia	69-73 (accomplishments, contributions and rule of the Han Dynasty including social structure and adoption of Confucianism in government)
How did Confucianism influence the social structure of the Han Dynasty?		
What were some of the great accomplishments of the Han Dynasty?		
Why was silk important to the Chinese economy?	4103 - Ancient Asia	74-78 (Silk Road and ancient Asian trade)
What was the Silk Road and how did it affect Chinese society and the world?		
Why is the Great Wall so important to the Chinese?	4103 - Ancient Asia	63-68 (building the Great Wall)
How did the Tang and Song Dynasties help create the Golden Age of China?	4109 - Middle Ages Asia	44-54 (Tang and Song) 55-58 (Golden Age society, achievement, etc.)

Essential Question	InspirEd Unit:	Pages/Notes:
How did China change as a result of Mongol invasion?	4109 - Middle Ages Asia	59-63 (Ghengis Khan, Mongol invasion, Yuan rule)

Unit 12: Feudal Japan

Essential Question	InspirEd Unit:	Pages/Notes:
How have the physical features of Japan influenced the development of Japanese culture?	4109 - Middle Ages Asia	64 - 68 (feudal pyramid, how feudalism emerged in Japan, classes in feudal society)
How did the geography of Japan create a reverence for nature?		69 - 73 (warring over limited land, need for protection from invaders, 1 st shogun, rise and fall of feudal families and their contributions)
What are the basic beliefs of Shintoism?		74 - 79 (Shinto, Confucian and Buddhist influences, Bushido, kamikaze warriors, Mongol invasions)
How did Shintoism affect family structure and Japanese traditions?		
How did control of resources influence the social structure of Japan?		
How did a feudal social structure impact the lives of the Japanese people?		
How did conflict over resources affect control of power?		

Unit 13: Medieval Europe

Essential Question	InspirEd Unit:	Pages/Notes:
What were the causes and effects of Viking invasions?	4108 - Medieval Europe	8-12 (Germanic invasions) 41-44 (Viking invasions)
How did the value of land lead to the creation of the feudal system?	4108 - Medieval Europe	13-19 (manor system) 20-26 (feudalism) 27-33 (knights)
What were the roles of the feudal system and why did they accept those roles?		
How did the feudal system affect quality of life for people in each class?		
How did the Magna Carta influence change in the quality of life?	4108 - Medieval Europe	45-50 (also includes William the Conqueror/Battle of Hastings)
How would the feudal system compare to modern society?	4108 - Medieval Europe	61-65 (trade fairs) 66-70 (Medieval towns) 77-84 (literature, schools, hospitals, entertainment, merchant guilds)
What was the role of the church and why was it so powerful?	4108 - Medieval Europe	34-40 (power and wealth of the Church, power of the Popes, how the Church unified Medieval society, etc. Also compares the power of the Church with that of the Holy Roman Empire)
What influence did the church have on the different classes?		
How did the Pope use his resources to influence the king?		
What issues created conflict between the church and state?		
What impact did the church have on cultural expression?	4108 - Medieval Europe	71-76 (Romanesque and Gothic art and architecture)
What were the causes of the Crusades?	4108 - Medieval Europe	51-55 (causes, main events and outcomes of the Crusades) 56-60 (examines the legend of the Children's Crusade of 1212)
What were the effects of the Crusades?		

Essential Question	Inspired Unit:	Pages/Notes:
How did the increased global contact through trade foster the spread of the Black Death?	4108 - Medieval Europe	85-89 (Black Death)

7th Grade World History Curriculum Renaissance - Modern World

Social Studies 101	(10 days)
Renaissance & Reformation	(12 days)
Age of Exploration & Global Exchange	(13 days)
Enlightenment & Revolution	(20 days)
Industrial Revolution & Society's Response	(20 days)
Formative Assessment Window (1/10-1/17)	
Age of Imperialism & WWI	(22 days)
Boom, Bust, Bang!	(22 days)
Cold War	(17 days)
New World Order	(20 days)

Unit 2: Renaissance and Reformation

Essential Question		Title	Pages
Why did the Renaissance begin in Italy?		4110 - The Renaissance	14-19 (humanism, Medici family, patronage, etc.) *
How did Renaissance scholars differ from those of the later Middle Ages?			20-24 (Why Italy, Renaissance scholars)
Who were the Humanists and what was their primary interest?			29-33 (Galileo, heresy)
How did the printing press influence change during the Renaissance?		4110 - The Renaissance	34-38 (Gutenberg and printing press)
How did innovations in art unify cultures?		4110 - The Renaissance	25-28 (Renaissance art and artists)
How did the expansion of trade contribute to the growth of cities?		4110 - The Renaissance	*See 14-19 (Medici's and power of Italian city-states)
What strategies did the cities and city states use to become powerful entities?			
In what ways did monarchs create and maintain wealth?		4110 - The Renaissance	57-61 (Louis XIV and Henry VIII) 62-68 (Elizabeth I)
How did European trade promote the spread of Christianity?			
What events led to the rise and retreat of Islam in Europe?		4110 - The Renaissance	39-44 (Muslim Rule in Spain, Inquisition) **
What practices caused problems in the Roman Catholic Church during the 1300's and 1400's?		4110 - The Renaissance	50-55 (Reformation and Counter-Reformation - covers causes, main people - Luther, Calvin, etc.)
Who was Martin Luther and how did his teachings differ with those of the Catholic Church?			

Essential Question	Title	Pages
What role did religion play in uniting and dividing nations?	4110 - The Renaissance	** See 39-44 (Inquisition) Also role of religion and religious persecution and promotion of religion covered in lessons on monarchs - 57-61, 68-68)
What changes in warfare allowed monarchs to create and maintain personal power?	4110 - The Renaissance	58-59 (mentioned in the Springboard passage for lesson on monarchs)
How did European nations use Balance of Power to maintain equality?		
Additional Lessons for this Unit:		
Transition into the Renaissance	4110 - The Renaissance	8-13 (Why and how did Europe emerge from the Dark Ages, Marco Polo)
Northern Renaissance	4110 - The Renaissance	45-49 (how Renaissance ideas spread and how they changed in Northern Europe)
Shakespeare	4110 - The Renaissance	69-72
Black Plague	4110 - The Renaissance	73-77

Unit 3: Exploration and Global Exchange

Essential Question	Title	Pages
Why would countries want to explore other lands?	4110 - The Renaissance	78-82 (Why exploration and famous explorers)
What did monarchs hope to gain by supporting exploration?		
How did the desire for wealth and power lead to the development of colonies?	4110 - The Renaissance	83-88 (why colonization) *
How did mercantilism benefit nations that founded colonies?	4111 - Age of Revolutions	22-27 (British mercantilism in American Colonies)
How did religion motivate European exploration?		this is addressed during Age of Imperialism (Unit 6)
How did the triangular trade affect Europe, Africa and the Americas?		covered in U.S. History
What technological innovations helped promote global exploration?	"Setting Sail" - extra lesson	Prince Henry the Navigator and new technology
What role did the Columbian exchange play in the spread of disease?	"Back and Forth" - extra lesson	Columbian Exchange
How did the spread of diseases assist the Europeans in conquering native populations?	4106 - Pre-Columbian Americas	74-78 (impact of European contact on native groups)
Who were the winners and losers in the exchange of goods between Europe and the Americas?		
In what ways did countries compete for power?	4110 - The Renaissance	83-88 (colonization lesson covers how each country gained territory, how this policy united and divided Europe)

Unit 4: Enlightenment and Revolution

Essential Question	Unit Title	Pages
How did the scientific method change the way people viewed the world?	4111 - Age of Revolutions	8-17 (Scientific Revolution - includes Copernicus, Galileo, Kepler, Bacon, etc.)
How did authorities react to the scientists who challenged accepted beliefs?		
How did the theory of the social contract change the relationship between people and government?	4111 - Age of Revolutions	18-21 (Enlightenment - Locke, Hobbes, etc. and new ideas of the period)
What does the statement mean, "While I may totally disagree with what you say, I will defend with my life your right to say it"?		
What effects of the English Revolution survived the Restoration of the monarchy?		
What were the similarities and differences between the Scientific Revolution (natural laws) and the Enlightenment(natural rights)?		
How were the leaders of the American Revolution inspired by Enlightenment thinkers?	4111 - Age of Revolutions	22-27 (causes) 28-32 (events)
How did the Enlightenment influence the independence movements in South America?	4111 - Age of Revolutions	68-75 (independence, liberators, etc.)

Essential Question	Unit Title	Pages
What rights were demanded by the National Assembly?	4111 - Age of Revolutions	39-46 (conditions in France) 47-50 (goals of the 3 rd estate and main events) 51-56 (Reign of Terror)
Why did the radical Jacobins assume leadership of the Revolution?		
Was the Reign of Terror necessary to accomplish the Jacobins' goals?		
How did the ideas of the French Revolution spread?	4111 - Age of Revolutions	57-60 (rise of Napoleon) 61-64 (Napoleonic Wars, spread of Revolution ideas, fall of Napoleon)
Did Napoleon live up to the ideals of the French Revolution?		
What ideas of the French Revolution survived Napoleon's defeat?	4112 - Nations and Empires	15-19 (Congress of Vienna)
Additional Lessons from Enlightenment and Revolution Period		
Absolutism	4111 - Age of Revolutions	32-38 (Louis XIV)
Colonial Rule in Latin America	4111 - Age of Revolutions	65-67 (social inequality, colonial mistreatment)
Post Independent Latin America	4111 - Age of Revolutions	76-78 (rise of dictators)

Unit 5: Industrial Revolution

Essential Question	Title	Pages
What changes in agriculture created the "Agricultural Revolution"?	4111 - Age of Revolutions	79-83 (Industrial Revolution (changes in agriculture, new inventions, why started in Great Britain, innovations in transportation) *)
What were the results of the improvements of the Agricultural Revolution?		
What did nations require to industrialize?		
What new inventions improved life during the Industrial Revolutions?		
How were innovations in transportation instrumental to the supply of goods and resources for the Industrial Revolution?	4112 - Nations and Empires	20-24 (Victorian Age; new social classes as result of Industry, struggles of working poor, etc.
How did the Industrial Revolution improve the standard of living in industrial nations?		
How did working conditions reduce the quality of life for workers?		
What were the demands of organized labor in response to the working conditions of the Industrial Revolution?		
How did the Agricultural Revolution and the Industrial Revolution go hand in hand?	4111 - Age of Revolutions	see * 79-83
How was the Industrial Revolution reflected in the arts?		
How were the new arts of photography and cinema both evidence and a reflection of the Industrial Revolution?		
How did the Industrial Revolution make the unification of Germany possible?	4112 - Nations and Empires	25-31 (German unification, nationalism, realpolitik)
How did nationalism influence the unification of Germany?		

Essential Question	Title	Pages
How did governments respond to the new power gained during the Industrial Revolution?	4112 - Nations and Empires	36-40 (lesson focus on Napoleon III, Springboard covers 1848 revolutions) Several other lessons hit on this idea somewhat too.
Additional Lessons for Revolutions / Industrial Revolution Periods		
Italian Unification	4112 - Nations and Empires	32-35 (focus on Garibaldi and Italian nationalism)
Comparing Contrasting Various Revolutions	4111 - Age of Revolutions	84-89 (what do all revolutions - bloody, innovative, etc. - have in common)

Unit 6: Age of Imperialism

Essential Question	Title	Pages
What are reasons for imperialism?	4112 - Nations and Empires	41-47 (Social Darwinism and other reasons for imperialism)
How did imperialism change the culture in colonized territories?	4112 - Nations and Empires	48-53 (Scramble for Africa)
How did European powers use human resources from their colonies for economic gain?		54-60 (South Africa)
How did Western powers manipulate trade relationships that benefited them?		61-65 (Raj in India)
How would a country benefit from an open door policy?		72-77 (Southeast Asia, Latin America - Spanish American War)
How can Nationalism unite a country?	4112 - Nations and Empires	78-81 (other imperialists)
What motivates a country to join an alliance?	4112 - Nations and Empires	82-85 (ethnic group revolutions and uprisings)
How did the European alliance systems in cause conflict?	4113 - World War I	86-91 (nationalistic "hot spots" leading into WWI - Balkans, Austria- Hungary, etc.)
How did political alliances lead to war?		16-20 (why alliances, why dangerous, who allied with whom?)
How did the newly formed Germany and Italy change the balance of power in eastern Europe?		
Why did the U.S choose to be neutral?	4113 - World War I	8-15 (German militarism)
How would you compare and contrast the Eastern and Western fronts?	4113 - World War I	63-67 (U.S entry)
		41-46 (2 front war, nature of the fighting, battles)

Essential Question	Title	Pages
How was Russia's entry into the war, its change in government and its exit from the war, a result of its alliances?	4113 - World War I	58-62 (why Russia left - Russian Revolution, and impact of departure)
Why was the war fought in trenches and what new technology emerged that changed warfare?	4113 - World War I	47-51 (trench warfare) 52-57 (new technology)
What events brought the war to an end?	4113 - World War I	75-77 (war's end)
What were the consequences imposed upon Germany and the purpose they were to serve?	4113 - World War I	78-81 (blaming Germany) 86-89 (Treaty of Versailles)
Additional Lessons for World War I		
Balkan "powder keg"	4113- World War I	21-24
Imperialism and Colonial (nationalism) conflicts	4113- World War I	25-30 (Fashoda, Morocco, etc.)
Assassination of the Archduke and review of causes	4113- World War I	31-35 (emphasizes the assassination as a "spark" that lit the already tense situation)
War begins, invasion of Belgium, Germany's plans	4113- World War I	36-40
World War I propaganda	4113- World War I	68-74 (gaining American support - out of isolation)
Wilson's 14 points	4113- World War I	82-85
Post war conditions (outcomes)	4114 - Interwar Years	8-11

Unit 7: Boom, Bang, Bust

Essential Question		Title	Pages
What effect did the Depression have on the world?		4114 - Interwar Years	18-23 (global impact of Great Depression)
How were dictators able to rise to power in Europe and how did the world react?		4114 - Interwar Years	42-46 (Stalin) 54-60 (fascism) 61-65 (Mussolini) 66-71 (Hitler)
How did the German people respond to Hitler's views on race?		4114 - Interwar Years	72-75 (Nuremberg Laws and anti-Semitism)
How did the need for natural resources cause conflict among nations?		4114 - Interwar Years	47-53 (Japanese aggression for resources)
What were the consequences of the Treaty of Versailles in Europe?		4115 - World War II	11-15 (impact and bitterness in Germany)
Why did WWII begin? (Include causes and major players)		4115- World War II	8-10 (causes) 16-20 (alliances)
What was the impact of the decisions made by world leaders during WWII?		4115- World War II	21-25 (appeasement) 33-37 (German early victories and response) 38-40 (entry of Soviet Union - Operation Barbarossa)
How did European isolationism contribute to a world war and why did European nations switch from appeasement to action?			
How did the events of Pearl Harbor change the US level of involvement in WWII?		4115 - World War II	41-44 (Pearl Harbor) 45-53 (highlights of U.S. contributions - Tuskegee airmen, Navajo code breakers, coast watchers, merchant marines, Army nurses, etc.)

Essential Question	Title	Pages
How were the lives of people affected by the beliefs and policies of the Nazi party?	4115 - World War II	65-70 (Holocaust)
What progressing steps were taken to eliminate and isolate enemies of the Nazi state?		
How did the world's response impact Hitler's plans for genocide?		
What rationale did the United States have for dropping the atomic bomb on Japan and was that decision justified?	4115 - World War II	77-82 (reasons for use, impact, etc.)
How did nations cooperate to end the war?	4115 - World War II	54-64 (D-day)
What challenges did the nations of the world face as they attempted to establish peace following WWII?	4115 - World War II	71-76 (Yalta) 83-87 (challenges and formation of United Nations) 88-92 (Nuremberg Trials)
Additional Lessons for Interwar Period:		
Lost Generation Writers and Modernism	4114 - Interwar Years	12-17 (interwar literature) 86-91 (interwar art)
Interwar Great Britain	4114- Interwar Years	24-28(emphasis on economic conditions - can loop back to Industrial Revolution and effects on working class)
Interwar France	4114 - Interwar Years	29-35 (paranoia and Maginot line)
Colonial Uprisings	4114 - Interwar Years	36-41 (Ireland, Ottoman Empire, Iran, Kenya, Senegal, India)
Failure of League of Nations	4114- Interwar Years	76-81

Essential Question	Title	Pages
Spanish Civil War	4114 - Interwar Years	82-85
Additional Lessons For World War II		
Technology and Blitzkrieg	4115 - World War II	26-32

Unit 8: Brrr, It's Cold

Essential Question	Unit Title	Pages
In what ways were former Axis leaders held accountable for their actions?	4119 - Post War World	31-35 (European reconstruction)
How did postwar reconstruction efforts for Japan and Germany differ and why?		36-40 (Japan reconstruction)
Why were the victor nations' efforts at creating a lasting peace after WW II more successful than after WW I?		
What is safe and healthy competition?	4120 - Modern Global Issues	47-49 (differences between various types of governments and economies)
How does the United Nations help developing nations?	4120 - Modern Global Issues	8- 13 (development and UNDP)
How has the United Nations helped promote world peace and the beginnings of globalization?		19-24 (humanitarian aid - private groups and U.N. programs)
		25- 28 (human rights)
How did Stalin and McCarthy manipulate their citizens to achieve goals?	4119 - Post War World	18-23 (Soviet leadership)

Essential Question	Unit Title	Pages
Why did United States and the Soviet Union become the leaders of their respective alliances?	4119 - Post War World	8-12 (causes of Cold War, why US and Soviet Union powerful after WWII, etc.)
What was the Cold War and what were its causes?		13-17 (Cold War major events - Greece Civil War, Cuban Missile Crisis, Berlin blockade and airlift, arms race, Korean War, Vietnam War, etc. - and doctrines - Marshall Plan, Truman doctrine, détente, etc..)
What were the goals and interests of the opposing sides in the Cold War?		
Why factors prompted the superpowers to seek more peaceful solutions to their problems?		
In what ways did the Cold War promote scientific and technological innovation?		
How did Cold War fears and strategies foster armed conflict?		
Why do democratic nations try to spread democracy to other nations?	4120 - Modern Global Issues	50-55 (democratization)
What were some unintended consequences of Cold War tensions? (war, revolutions, etc.)	4119- Post War World	62-67 (Domino Theory and conflicts in SE Asia) 68-71 (Latin America) 78-81 (breakup of Soviet Union)
What opportunities did Cold War competition provide Third World nations to pursue their own interests?	4119- Post War World	47-53 (Middle East - OPEC, Iranian Revolution, Suez Canal, Arab League, etc.)
Additional Lessons for Post-War Period		
Communist revolution and Mao's China	4119- Post War World	24-30

Unit 9: New World Order

Essential Question	Title	Pages
India and Pakistan	4119- Post War World	41-46 (religious demography, reasons for partitioning, ongoing tensions - nuclear weapons, Kashmir, etc.)
Israeli-Palestinian Conflict	4119- Post War World	54-61 (background, difficulty of peace, etc.)
Sub-Saharan Africa	4119- Post War World	72-77 (problems and legacies of colonialism)
Democratic Revolutions	4119- Post War World	82-88 (Tiananmen Square in China and Anti-Apartheid in South Africa)
Balkan Wars	4119- Post War World	89-92 (demography, main events leading to breakup of Yugoslavia)
Global poverty	4120 - Modern Global Issues	14-18 (reasons why so many poor in the world)
Extremism/Terrorism	4120 - Modern Global Issues	29-33
Women, Poverty and Development	4120 - Modern Global Issues	34-38
Instability of the Middle East	4120- Modern Global Issues	39-46
Rise of China	4120- Modern Global Issues	56-61 (compare to U.S.)
Globalization	4120- Modern Global Issues	62-66 (positive and negative effects)
Technology	4120- Modern Global Issues	67-71 (positives and negative effects - emphasis on environmentalism)

Essential Question	Title	Pages
Environmentalism	4120- Modern Global Issues	72-76 (modern efforts and consequences)
Modern Day "Success" stories	4120- Modern Global Issues	77-84 (micro-loans, energy independence in Brazil, democracy in Senegal, end of the "troubles" in Northern Ireland, nutrition efforts for starving people, etc.)
Problem Solving Project	4120- Modern Global Issues	85-89 (students reflect on a problem from the unit and how to solve it.

Kindergarten Mathematics Common Core Curriculum
Year-At-A Glance

Quarter 1

Unit of Study 1.1:	Developing Understanding of Numbers 0–5	(10 days)
Unit of Study 1.2:	Writing and Representing Numbers 0–5	(10 days)
Unit of Study 1.3:	Developing Understanding of Numbers 0–10	(10 days)
Unit of Study 1.4:	Building, Drawing, and Analyzing Shapes	(10 days)

Quarter 2

Unit of Study 2.1:	Developing an Understanding of Numbers 0–20	(10 days)
Unit of Study 2.2:	Writing and Representing Numbers 0–10	(10 days)
Unit of Study 2.3:	Counting Forward to 20 From Any Number	(10 days)
Unit of Study 2.4:	Identifying, Describing, and Comparing Attributes of Objects and 2-D Shapes	(10 days)

Quarter 3

Unit of Study 3.1:	Developing Understanding of Numbers 0–50 and Introducing Counting by 10s	(8 days)
Unit of Study 3.2:	Writing and Representing Numbers 0–20	(8 days)
Unit of Study 3.3:	Understanding Addition to Solve Word Problems	(10 days)
Unit of Study 3.4:	Understanding and Using Subtraction to Solve Word Problems	(10 days)
Unit of Study 3.5:	Describing and Comparing 2-D and 3-D Shapes	(4 days)

Quarter 4

Unit of Study 4.1:	Counting from 0–100 Using Ones and Tens	(5 days)
Unit of Study 4.2:	Adding and Subtracting up to 10	(10 days)
Unit of Study 4.3:	Developing Foundations for Place Value, 11–19	(10 days)
Unit of Study 4.4:	Comparing Objects and Numbers Up to 10	(10 days)
Unit of Study 4.5:	Identifying, Analyzing, and Composing 2-D and 3-D Shapes	(5 days)

First Grade Mathematics Common Core Curriculum
Year-At-A-Glance

Quarter 1

Unit of Study 1.1:	Telling Time to the Hour	(3 days)
Unit of Study 1.2:	Counting and Representing Numbers Within 40	(5 days)
Unit of Study 1.3:	Introducing Place Value to 10	(15 days)
Unit of Study 1.4:	Adding Within 10	(15 days)

Quarter 2

Unit of Study 2.1:	Telling Time to the Half Hour	(3 days)
Unit of Study 2.2:	Organizing, Representing, and Analyzing Data With Up to Three Categories	(7 days)
Unit of Study 2.3:	Counting and Representing Numbers to 80	(5 days)
Unit of Study 2.4:	Representing Two-Digit Numbers in Groups of Tens and Ones	(15 days)
Unit of Study 2.5:	Adding and Subtracting Within 20 Using Equations and Word Problems	(15 days)

Quarter 3

Unit of Study 3.1:	Counting and Representing Numbers Within 120; Adding and Comparing the Values of Two 2-Digit Numbers	(5 days)
Unit of Study 3.2:	Addition and Subtraction Within 100 Using Equations and Word Problems	(15 days)
Unit of Study 3.3:	Determining the Unknown Number in Equations Within 20	(10 days)
Unit of Study 3.4:	Measuring Length with Nonstandard Units	(10 days)

Quarter 4

Unit of Study 4.1:	Comparing Defining and Non-Defining Attributes of Shapes; Building and Drawing Shapes	(5 days)
Unit of Study 4.2:	Understanding the Relationship Between Addition and Subtraction Using Place Value and Comparing Values of 2-Digit Numbers Using Appropriate Symbols ($<$, $>$, $=$)	(15 days)
Unit of Study 4.3:	Culminating Addition and Subtraction Strategies	(5 days)
Unit of Study 4.4:	Determining the Unknown Number in Addition and Subtraction Equations Within 20	(7 days)
Unit of Study 4.5:	Decomposing Shapes into Halves and Fourths Using Appropriate Vocabulary; Using Attributes to Compose New Shapes	(8 days)

Second Grade Mathematics Common Core Curriculum
Year-At-A-Glance

Quarter 1

Unit of Study 1.1:	Understanding Place Value to the Hundreds	(15 days)
Unit of Study 1.2:	Adding Within 100	(15 days)
Unit of Study 1.3:	Measuring Time to the Hour and Counting Pennies and Nickels	(10 days)

Quarter 2

Unit of Study 2.1:	Using Mental Strategies of Addition to 100	(10 days)
Unit of Study 2.2:	Solving Problems Involving Subtraction	(15 days)
Unit of Study 2.3:	Measuring and Representing Lengths Using Inches	(5 days)
Unit of Study 2.4:	Measuring Time to the Half Hour and Counting Dimes	(5 days)

Quarter 3

Unit of Study 3.1:	Estimating and Measuring Length Using Centimeters	(10 days)
Unit of Study 3.2:	Composing and Decomposing Numbers Within 1,000	(15 days)
Unit of Study 3.3:	Introducing Arrays	(7 days)
Unit of Study 3.4:	Measuring Time to the Quarter Hour and Counting Quarters	(8 days)

Quarter 4

Unit of Study 4.1:	Using Strategies to Add and Subtract Multiple 2-Digit Numbers	(15 days)
Unit of Study 4.2:	Understanding Shapes and Their Attributes (2-D, 3-D)	(15 days)
Unit of Study 4.3:	Using Addition and Subtraction—Fast Facts to 20	(5 days)
Unit of Study 4.4:	Telling Time to the Nearest 5 Minutes and Identifying and Counting Money	(5 days)

Third Grade Mathematics Common Core Curriculum
Year-At-A-Glance

Quarter 1

Unit of Study 1.1:	Telling Time and Solving Problems with Time Intervals	(8 days)
Unit of Study 1.2:	Solving Addition and Subtraction Problems Using Strategies Including Place Value and Rounding	(9 days)
Unit of Study 1.3:	Introducing Multiplication and Its Properties	(9 days)
Unit of Study 1.4:	Creating Picture and Bar Graphs to Represent Data	(5 days)
Unit of Study 1.5:	Exploring the Relationship of Multiplication and Division (Fact Families)	(9 days)

Quarter 2

Unit of Study 2.1:	Developing Fluency Up to 1,000 in Addition and Subtraction	(8 days)
Unit of Study 2.2:	Understanding Fractions as Numbers	(10 days)
Unit of Study 2.3:	Understanding and Using Division and Its Properties and Relationship to Multiplication to Solve Problems	(8 days)
Unit of Study 2.4:	Applying Multiplication and Division Within 100 to Solve Problems	(14 days)

Quarter 3

Unit of Study 3.1:	Generating Linear Measurement Data Using Fractions	(13 days)
Unit of Study 3.2:	Measuring Area Using Unit Squares	(12 days)
Unit of Study 3.3:	Comparing Fractions With Models and Reasoning	(15 days)

Quarter 4

Unit of Study 4.1:	Understanding 2-D Shapes and Their Attributes	(5 days)
Unit of Study 4.2:	Solving Area Problems Using Tools and Strategies	(13 days)
Unit of Study 4.3:	Solving Multistep Word Problems Involving the Four Operations	(12 days)
Unit of Study 4.4:	Solving Measurement Problems Involving Time, Volume, Perimeter, and Mass	(10 days)

Fourth Grade Mathematics Common Core Curriculum
Year-At-A-Glance

Quarter 1

Unit of Study 1.1:	Understand, Read, Write, and Use Place Value up to 1,000,000	(10 days)
Unit of Study 1.2:	Adding and Subtracting Whole Numbers up to a 1,000,000	(10 days)
Unit of Study 1.3:	Identify Factors, Multiples, Prime, and Composite Numbers from 1–100	(5 days)
Unit of Study 1.4:	Use Multiplication Strategies to Accurately Solve Problems	(15 days)

Quarter 2

Unit of Study 2.1:	Multiplying Two-Digit Numbers	(15 days)
Unit of Study 2.2:	Find Whole-Number Quotients and Remainders With Up to Four-Digit Dividends and One-Digit Divisors	(15 days)
Unit of Study 2.3:	Use Operations With Whole Numbers to Solve Problems	(15 days)

Quarter 3

Unit of Study 3.1:	Understanding and Comparing Fractions, Equivalence, and Ordering	(10 days)
Unit of Study 3.2:	Addition and Subtraction of Fractions With Like Denominators	(10 days)
Unit of Study 3.3:	Apply and Extend Understanding of Multiplication to Multiply a Fraction by a Whole Number	(10 days)
Unit of Study 3.4:	Compare and Understand Decimals To The Hundredths Place	(10 days)

Quarter 4

Unit of Study 4.1:	Draw and Identify Lines	(13 days)
Unit of Study 4.2:	Draw, Identify, and Measure Angles	(14 days)
Unit of Study 4.3:	Solve Problems Involving Measurement and Conversion of Measurements from a Larger Unit to a Smaller Unit	(14 days)

Fifth Grade Mathematics Common Core Curriculum
Year-At-A-Glance

Quarter 1

Unit of Study 1.1:	Comparing and Rounding Whole Numbers and Decimals to Thousandths	(15 days)
Unit of Study 1.2:	Measurement and Conversions and Multi-digit Multiplication and Division	(15 days)
Unit of Study 1.3:	Making Sense of Cubic Units and Understanding Volume of Solid Figures	(5 days)

Quarter 2

Unit of Study 2.1:	Analyzing Number Patterns	(5 days)
Unit of Study 2.2:	Numerical Expressions with Multi-digit Multiplication and Division	(10 days)
Unit of Study 2.3:	Adding and Subtracting Fractions with Unlike Denominators	(10 days)
Unit of Study 2.4:	Understanding Fractions and Making Sense of Multiplication of Fractions	(15 days)

Quarter 3

Unit of Study 3.1:	Multiplication of Fractions and Problem Solving	(15 days)
Unit of Study 3.2:	Understanding Division of Fractions	(15 days)
Unit of Study 3.3:	Problem Solving With Division of Fractions	(5 days)
Unit of Study 3.4:	Perform and Explain Operations of Decimals to the Hundredths	(10 days)

Quarter 4

Unit of Study 4.1:	Developing the Formula of Volume and Relating Volume to Multiplication and Addition with Solid Figures	(15 days)
Unit of Study 4.2:	Plotting Ordered Pairs on Coordinate Plane	(10 days)
Unit of Study 4.3:	Classifying/Defining 2-D Figures	(15 days)

Sixth Grade Mathematics Common Core Curriculum
Year at a Glance

Quarter 1

Unit of Study 1.1:	Compute Using Multi-digit Numbers with Finding Common Factors and Multiples	(8 days)
Unit of Study 1.2:	Composing and Decomposing to Find the Area and Surface Area of Polygons	(7 days)
Unit of Study 1.3:	Using Models and Equations to Interpret and Compute Fractions	(15 days)
Unit of Study 1.4:	Reading, Writing and Evaluating Algebraic Expressions	(10 days)

Quarter 2

Unit of Study 2.1:	Understand the Concepts of Ratios and Unit Rates to Solve Real-World Problems	(10 days)
Unit of Study 2.2:	Applications of Ratios and Rates	(15 days)
Unit of Study 2.3:	Identifying and Generating Equivalent Expressions Through Properties to Solve Real-World Problems	(15 days)

Quarter 3

Unit of Study 3.1:	Read, Write and Evaluate Expressions Through Formulas	(10 days)
Unit of Study 3.2:	Using a Number Line to Understand Rational Numbers	(15 days)
Unit of Study 3.3:	Understanding Rational Numbers in a Coordinate Plane	(15 days)

Quarter 4

Unit of Study 4.1:	Understanding Equations and Inequalities	(15 days)
Unit of Study 4.2:	Recognizing and Displaying Numerical Data	(10 days)
Unit of Study 4.3:	Analyzing Numerical Data	(15 days)

Seventh Grade Mathematics Common Core Curriculum
Year at a Glance

Quarter 1

Unit of Study 1.1:	Applying and Extending the Understanding of Operations with Integers	(15 days)
Unit of Study 1.2:	Adding and Subtracting Rational Numbers	(5 days)
Unit of Study 1.3:	Multiplying and Dividing Rational Numbers	(10 days)
Unit of Study 1.4:	Solving Real-Life Problems with Rational Numbers	(10 days)

Quarter 2

Unit of Study 2.1:	Recognizing Proportional Relationships and Finding Unit Rates	(15 days)
Unit of Study 2.2:	Evaluating Expressions and Solving Equations	(11 days)
Unit of Study 2.3:	Solving and Graphing Inequalities	(5 days)
Unit of Study 2.4:	Analyzing Proportional Relationships	(9 days)

Quarter 3

Unit of Study 3.1:	Creating Probability Models for Simple Events	(10 days)
Unit of Study 3.2:	Creating Probability Models for Compound Events	(10 days)
Unit of Study 3.3:	Analyzing Probability of Simple and Compound Events	(15 days)
Unit of Study 3.4:	Drawing Inferences about Sample Populations	(5 days)

Quarter 4

Unit of Study 4.1:	Using Formulas to Find Area and Circumference	(5 days)
Unit of Study 4.2:	Using Proportional Relationships to Construct Similar Geometric Figures	(10 days)
Unit of Study 4.3:	Solve Problems Involving Surface Area of Two- and Three-Dimensional Shapes	(8 days)
Unit of Study 4.4:	Solve Problems Involving Volume	(7 days)
Unit of Study 4.5:	Draw Figures and Solve Problems Using Angle Measures	(10 days)

Eighth Grade Mathematics Common Core Curriculum
Year-At-A-Glance

Quarter 1

Unit of Study 1.1:	Transforming Geometric Figures Using Physical Models	(10 days)
Unit of Study 1.2:	Proving Congruence and Similarity of Two-Dimensional Figures	(6 days)
Unit of Study 1.3:	Informally Proving Angle Properties	(5 days)
Unit of Study 1.4:	Understanding and Using Rational Numbers, Irrational Numbers, and Radicals	(5 days)
Unit of Study 1.5:	Explaining and Applying the Pythagorean Theorem and its Converse	(15 days)

Quarter 2

Unit of Study 2.1:	Solving Real-World Word Problems Involving Volume	(5 days)
Unit of Study 2.2:	Knowing and Applying Radicals and Integer Exponents	(15 days)
Unit of Study 2.3:	Graphing and Using Proportional Relationships, Lines, and Linear Equations	(15 days)

Quarter 3

Unit of Study 3.1:	Solving One-Variable Equations Transitioning into Two Variables	(15 days)
Unit of Study 3.2:	Defining, Evaluating, and Comparing Functions	(15 days)
Unit of Study 3.3:	Using Functions to Model Relationships	(15 days)

Quarter 4

Unit of Study 4.1:	Analyzing and Using Systems of Linear Equations with Word Problems	(15 days)
Unit of Study 4.2:	Using Scatterplots to Interpret Linear Associations	(15 days)

Elementary Social Studies Curriculum Overview

The social studies curriculum provides the opportunity for each student to acquire knowledge and develop skills necessary for social, political and economic participation in a diverse, interdependent and changing world.

Resources (kindergarten through third grade) District-created units of study Variety of district-selected books

Topics (kindergarten) A Healthy Self in a Healthy World
(understanding self and others in social settings)

- Emotions
- Community environment and the people who occupy it
- Similarities and differences between cultures
- Classroom environment and others within that environment
- School environment

Topics (first grade) All About Me

- Expressing their ideas about what makes them unique
Home is Where the Heart Is
- Roles and responsibilities of individual family members
- Ways families change over time
Mapping Our Way through First Grade
- Concepts of left, right, up, down, next to and in between
- The four cardinal directions - north, south, east and west
- Labeling and using a map of the school
- Constructing a simple map of the classroom
- Using maps and globes to find locations
Our Global Community
- Beginning to view self as part of an international community
- Language, holidays and literature of China, Mexico and Nigeria

Topics (second grade) Neighborhoods

- Components of a neighborhood and reasons for location or features of communities
- Comparing and contrasting their neighborhood/community with others
- How wants and needs are responsibly met in the home, school and community
- How people define, build and name places and develop a sense of place
- How neighborhoods change over time
- Accessing information from maps, globes, charts and pictures
- Identifying cardinal directions (north, south, east, west) and using them on a globe and desk map
- Major geographical features and regions of the earth's surface
- We Are Earth (environmental awareness)
- Positive and negative consequences of environmental situations
- How people have adapted to and modified their environments, and how personal choices or behavior are related to conditions of people in other places
- How the personal use of materials, energy and water impacts the environment
- How American Indians adapted their way of living to their environment
- How places can be damaged, destroyed or improved through human actions or natural processes
- How different people may respond differently to the same event
- Taking informed actions about issues by planning on how to improve the school, community or environment
- On the Move - Transportation
- Community interaction in terms of transportation
- Ways in which people move themselves, their products and their ideas around the world
- How changes in transportation technology influence the rates at which people, goods and ideas move from place to place
- Communications
- community interaction in terms of communication
- Interpersonal communications and social participation
- How changes in communication technology influence the rates at which people, products and ideas move from place to place
- Economics
- Economic terms
- The interdependent and dynamic nature of humans and their social, economic and political communities across cultures, time and space
- Neighbors Around the World
- Comparing and contrasting the traditions of the countries studied

Topics (third grade) Where Am I? Our Local Community

- How people depend on each other in communities
- Economic terms: scarcity, needs, wants, production, interdependence, goods and services, opportunity cost
- How a region changes over time (research survey, observation of community, and compare and contrast chart)
- Comparing rural and urban environments by defining and identifying natural resources
- How human alterations of physical environments have had positive and negative consequences
- Interpreting pictures and using charts, graphs and tables to display data
- Environmental issues in the local community
- How the process to achieve harmony and balance plays a vital role in American Indian philosophy and in the daily lives of American Indians
- How human beings from different cultures have adapted to and modified their environment
- How institutions such as family and religion help meet basic needs, today and in the past
Origins and Immigration
- A global perspective of the world as ethnically and culturally diverse
- Individual and group differences locally and nationally
- How human beings from diverse cultures have migrated, adapted to and modified their environments
- Individual rights, freedoms and responsibilities that protect human dignity
Farming
- Immigrant migration to farmland
- Comparison of farms past and present
- Production of corn from farm to processing
- What makes a cheeseburger
- African Americans in agriculture

Fourth Grade

- Geographic terms and abbreviations used to name and describe landforms and bodies of water
- Maps, globes, almanacs, charts, pictures, graphs and tables
- Geographical locations of regions of the United States and selected regions of the world
- Climates on earth and factors that cause differences
- How people from different cultures deal with their physical environment
Geography of the United States and Canada
- Regions in the United States and Canada
- Location, place, region, movement and human/environmental interaction
- How the people of the United States use and modify their physical environment
- Geographic features, economic activities, food, clothing, crafts and rituals of two or more regions of the United States
- Absolute and relative location of cities and waterways within the state
- How regions are defined
- The five themes of geography: location, place, interaction, movement and regions
- Categorizing the state resources as natural, human or capital
- Contributing to the improvement of the community

Fifth Grade Resources District-developed units of study Exploring Our
World Past and Present,

Topics Introduction to Historical and Geographic Thought

- Describing historical events using the five W's - who, what, where, when and why
- Organizing historical events sequentially using a timeline
- Locating, organizing and presenting information
- Reconstructing an historical account of an event using primary and secondary sources

The Ancient World

- Differences between hunters/gatherers and farmers
- Characteristics of culture and examples of the components of a specific civilization
- Locating, organizing and presenting information
- Contributions of ancient civilizations to their own time and the modern world
- Describing a past event from the point of view of a local community member
- Examples of conflict, cooperation and interdependence among individuals, groups and nations

European History to the 15th Century

- Factors that contributed to the decline, restoration and enhancement of civilization during the Middle Ages and Renaissance
- How technology has changed peoples' lives in home, work, transportation and communication
- Locating, organizing and presenting information

Europe Today

- Maps, globes, charts, graphs and tables
- Geographic terms, symbols and places
- Understanding current events

Math Resources (K-8)

Math Textbooks (K-5)

Houghton Mifflin Harcourt (Go Math)

Math Textbooks (6-8)

Holt McDougal Math (Course 1)

(Course 2)

(Course 3)

Holt McDougal Math (Power Presentation)

Reading Resources (K-8)

ELA (K-5) Textbooks

Houghton Mifflin Harcourt Journeys

Various Trade Books

Mouse and the Motorcycle

Charlotte's Web

Watson's go to Birmingham

Scholastic News

The City of Ember

Rules

On My Honor

SVSU Pacing Guides Curriculum Crafter Lessons

(6-8) Textbooks

Grammar Usage and Mechanics (Elements of Language)

Holt McDougal Literature

Various Trade Books

Holes

Hunger Games

Short Stories African Folktales

Channel 1 News

Monster

Social Studies Resources (K-8)

Social Studies Textbooks (K-5)

Social Studies Alive
SVSU Pacing Guides
Curriculum Crafter

Social Studies Textbooks (6-8)

TCI Social Studies History Alive
History Alive (Middle Ages)
Geography Alive
History Alive (The Ancient World)
History Alive (Revolution into the Industrial Age)

Various News Media (Local and National)

Time Magazine
CNN
Detroit Free Press
Detroit News
Michigan Chronicle

Science Resources (K-8)

Science Curriculum (K-5)

Foss Science Curriculum

Science Textbooks (6-8)

McDougal Littell Science

(Cells and Heredity)

(Ecology)

(Chemical Interactions)

(Life Over Time)

(Earth Surface)

(Earth Atmosphere)

(Earth Water)

(Changing Earth)

(Matter and Energy)

Promoting an Alcohol and Other Drug-Free Lifestyle (AOD)

- AOD-1. Avoid misuse and abuse of over-the-counter and prescription drugs.*
- AOD-2. Avoid experimentation with alcohol and other drugs.*
- AOD-3. Avoid the use of alcohol.*
- AOD-4. Avoid the use of illegal drugs.*
- AOD-5. Avoid driving while under the influence of alcohol and other drugs.*
- AOD-6. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.*
- AOD-7. Quit using alcohol and other drugs if already using.*
- AOD-8. Support others to be alcohol- and other drug-free.*

Promoting Healthy Eating (HE)

- HE-1. Eat the appropriate number of servings from each food group every day.*
- HE-2. Eat a variety of foods within each food group every day.*
- HE-3. Eat an abundance of fruits and vegetables every day.*
- HE-4. Choose to eat whole grain products and fat-free or low-fat milk or equivalent milk products regularly.*
- HE-5. Drink plenty of water every day.*
- HE-6. Limit foods and beverages high in added sugars, solid fat, and sodium.*
- HE-7. Eat breakfast every day.*
- HE-8. Eat healthy snacks.*
- HE-9. Eat healthy foods when dining out.*
- HE-10. Prepare food in healthful ways.*
- HE-11. Balance caloric intake with caloric expenditure.*
- HE-12. Follow an eating plan for healthy growth and development.*
- HE-13. Support others to eat healthy.*

Promoting Personal Health and Wellness (PHW)

- PHW-1. Brush and floss teeth daily.*
- PHW-2. Practice appropriate hygiene habits.*
- PHW-3. Get an appropriate amount of sleep and rest.*
- PHW-4. Prevent vision and hearing loss.*
- PHW-5. Prevent damage from the sun.*
- PHW-6. Practice behaviors that prevent infectious diseases.*
- PHW-7. Practice behaviors that prevent chronic diseases.*
- PHW-8. Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.*
- PHW-9. Practice behaviors that prevent foodborne illnesses.*
- PHW-10. Seek out help for common infectious diseases and chronic diseases and conditions.*
- PHW-11. Seek out healthcare professionals for appropriate screenings and examinations.*
- PHW-12. Prevent health problems that result from fads or trends.*

Promoting Physical Activity (PA)

- PA-1. Engage in moderate to vigorous physical activity for at least 60 minutes every day.*
- PA-2. Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.*
- PA-3. Engage in warm-up and cool-down activities before and after structured exercise.*
- PA-4. Drink plenty of water before, during, and after physical activity.*
- PA-5. Follow a physical activity plan for healthy growth and development.*
- PA-6. Avoid injury during physical activity.*
- PA-7. Support others to be physically active.*

Promoting Mental and Emotional Health (MEH)

- MEH-1. Express feelings in a healthy way.*
- MEH-2. Engage in activities that are mentally and emotionally healthy.*
- MEH-3. Prevent and manage interpersonal conflict in healthy ways.*
- MEH-4. Prevent and manage emotional stress and anxiety in healthy ways.*
- MEH-5. Use self-control and impulse-control strategies to promote health.*
- MEH-6. Get help for troublesome thoughts, feelings, or actions for oneself and others.*
- MEH-7. Show tolerance and acceptance of differences in others.*
- MEH-8. Establish and maintain healthy relationships.*

Promoting Safety (S)

- S-1. Follow appropriate safety rules when riding in or on a motor vehicle.*
- S-2. Avoid driving a motor vehicle—or riding in a motor vehicle driven by someone—while under the influence of alcohol or other drugs.*
- S-3. Use safety equipment appropriately and correctly.*
- S-4. Apply safety rules and procedures to avoid risky behaviors and injury.*
- S-5. Avoid safety hazards in the home and community.*
- S-6. Recognize and avoid dangerous surroundings.*
- S-7. Get help for oneself or others when injured or suddenly ill.*
- S-8. Support others to avoid risky behaviors and be safe.*

Promoting Sexual Health (SH)

SH-1. Establish and maintain healthy relationships.

SH-2. Be sexually abstinent.

SH-3. Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV infection.

SH-4. Engage in behaviors that prevent or reduce unintended pregnancy.

SH-5. Avoid pressuring others to engage in sexual behaviors.

SH-6. Support others to avoid or reduce sexual risk behaviors.

SH-7. Treat others with courtesy and respect without regard to their sexuality.

SH-8. Use appropriate health services to promote sexual health.

Promote a Tobacco-Free Lifestyle (T)

T-1. Avoid using (or experimenting with) any form of tobacco.

T-2. Avoid second-hand smoke.

T-3. Support a tobacco-free environment.

T-4. Support others to be tobacco-free.

T-5. Quit using tobacco, if already using.

Prevent Violence (V)

V-1. Manage interpersonal conflict in nonviolent ways.

V-2. Manage emotional distress in nonviolent ways.

V-3. Avoid bullying, being a bystander to bullying, or being a victim of bullying.

V-4. Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.

V-5. Avoid situations where violence is likely to occur.

V-6. Avoid associating with others who are involved in or who encourage violence or criminal activity.

V-7. Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.

V-8. Get help to prevent or stop inappropriate touching.

V-9. Get help to stop being subjected to violence or physical abuse.

V-10. Get help for oneself or others who are in danger of hurting themselves.

Standard I: Exercise Physiology
Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.
I.H.1 Investigate the benefits of physical activity.
<p>a. Enhance the benefits previously identified in personalized physical activity selections through application of action plans.</p> <p><i>Clarifying Example: The student will generate a personalized fitness program to improve the previously identified benefits of physical activity.</i></p> <p>b. Examine the connection between physical activity and improved cognitive function.</p> <p><i>Clarifying Example: The student will describe how increased physical activity and improved physical fitness enhances academic achievement.</i></p> <p>c. Describe the benefits of physical activity as they relate to a healthy lifestyle and disease prevention.</p>
I.H.2 Analyze the effects of physical activity on the body systems.
<p>a. Apply the training principles of overload, progression, and specificity to fitness plans.</p> <p><i>Clarifying Example: The student will demonstrate the principle of overload in flexibility using proprioceptive neuromuscular facilitation stretching.</i></p> <p>b. Apply the training principles of overload, progression, and specificity to individualized activity opportunities.</p> <p><i>Clarifying Example: The student will explain how the principle of progression will increase cardiovascular endurance.</i></p> <p>c. Explain physiological changes that occur during physical activity.</p> <p><i>Clarifying Example: The student will explain the effects of the warm-up and cool down phases of exercise on the body systems.</i></p>
I.H.3 Analyze the Relationship between nutrition and physical activity.
<p>a. Investigate the energy sources available in various food items.</p> <p><i>Clarifying Example: The student will compare a low carbohydrate diet with principles of the food pyramid.</i></p> <p>b. Differentiate between caloric intake and expenditure.</p> <p><i>Clarifying Example: The student will complete a food and activity log, which will include a school day and a non-school day. Compare caloric intake to caloric expenditure.</i></p> <p>c. Analyze diet trends in relationship to the food pyramid.</p> <p><i>Clarifying Example: The student will analyze "good" vs. "bad" carbohydrates.</i></p>

I.H.4

Examine the factors influencing exercise adherence.

- a. Refine and implement strategies to maintain or improve personal fitness plans.
- b. Analyze the motivating factors for adhering to a physically active lifestyle.
- c. Examine other influences that affect physical activity. (Socio-economic, lifestyles, cultural, time, money, gender, conveniences, peer and family modeling)

Clarifying Example: The student will list and discuss factors that promote or prevent their participation in physical activity.

I.H.5

Investigate the impact of cultural and media perceptions on physical activity.

- a. Identify, compare, and, analyze marketing practices of the health and fitness industry.

Clarifying Example: The student will create a timeline to investigate and analyze the evolution of opportunities designed to improve individual wellness in the health and fitness industry.

- b. Analyze the benefits of current fitness trends.

I.H.6

Analyze the components necessary to design a fitness plan.

- a. Isolate and dissect personal activity sources necessary to maintain or improve health and skill related fitness components.
- b. Construct an individual physical fitness plan that supports lifelong benefits of fitness.
- c. Analyze and adapt components of the FITT principle in the development of individual physical fitness plan.

Clarifying Example: The student will use the FITT formula to develop and implement a fitness plan to improve performance specific to their sport or fitness activity.

Standard II: Biomechanical Principles

Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

II.H.1

Apply Newton's Laws of Motion to optimize movement and minimize injury during lifelong fitness activities.

- a. Interpret Newton's Laws of Motion as they relate to lifelong fitness activities.
- b. Apply internal and external factors to modify techniques and optimize movement for lifelong fitness activities.
- c. Apply the absorption of force principle when receiving a moving object during lifelong fitness activities.

Clarifying Example: The student will experiment with the volleyball serve changing the projection angle (e.g., 10, 30, 45, 60, 80) to discover the influence on distance achieved.

- d. Apply biomechanics of a specific fitness skill to lifelong fitness activities.

Clarifying Example: The student will experiment with creating spin on a ball by kicking a soccer ball that bends around a human wall to discover how balls can generate lift by spinning (i.e., Magnus effect).

- e. Explain and demonstrate the concept of spin.

Clarifying Example: The student will experiment with creating spin on a tennis ball to discover how a ball with topspin rebounds on a lower trajectory and a ball with backspin rebounds on a higher trajectory than the same ball without spin.

II.H.2

Apply how the use of levers, during fitness activities, increases the effect of a force exerted on a body or increases the distance a body moves by increasing speed.

- a. Apply the increased effect when force is applied while using a lever during fitness activities.

Clarifying Example: The student will experiment with striking skills (e.g., tennis serve, golf swing, volleyball serve) utilizing no backswing, small backswing, full backswing to discover influence on force production.

- b. Apply how distance using levers is affected by changes in speed on the body during physical activity.

Clarifying Example: The student will experiment running with arms at their sides (stationary) vs. proper running mechanics.

Clarifying Example: The student will analyze why a driver will produce a golf shot of greater distance than a pitching wedge when equal force is applied to the ball.

Standard III: Social Psychological Principles	
Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.	
III.H.1	Initiate responsible personal and social behavior.
	<p>a. Follow safe practices, rules, procedures and etiquette in a physical activity setting.</p> <p><i>Clarifying Example: The student will participate in the development of class rules and procedures.</i></p> <p>b. Participate in fitness or lifelong and/or leisure activities for personal enjoyment.</p> <p>c. Work effectively with others in a variety of physical activity settings.</p>
III.H.2	Demonstrate leadership qualities.
	<p>a. Model a mature and positive attitude while participating in lifelong activities.</p> <p>b. Assist and resolve in diffusing conflict during competition.</p> <p><i>Clarifying Example: The students will assume leadership roles (i.e., captain, strength and conditioning coach, rules official) in a Sport Education Model.</i></p>
III.H.3	Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society.
	<p>a. Model compassion that reflects concern and well-being for others.</p> <p><i>Clarifying Example: The student will be given the opportunity to develop practice activities appropriate to varied skilled levels.</i></p> <p>b. Participate successfully in a group with a wide range of diverse members.</p> <p><i>Clarifying Example: The student will share games, activities, or dances from their own culture.</i></p>
III.H.4	Build and maintain relationships which develop a sense of community and a safe, healthy environment for all.
	<p>a. Employ strategies to resolve conflict and make healthy, responsible decisions.</p> <p><i>Clarifying Example: The student will design methods of grouping for competitive play that foster a peaceful, healthy and fair environment for all students.</i></p> <p>b. Display respect for others.</p>

Standard IV: Motor Learning Principles	
Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.	
IV.H.1	Master advanced skills.
	<p>a. Analyze performance of skills using self and peer assessments.</p> <p><i>Clarifying Example: The student will utilize a checklist for peer assessment of skills.</i></p> <p>b. Demonstrate the skills to participate in a variety of lifelong activities.</p> <p><i>Clarifying Example: The student will practice basketball set shot focusing on the mechanical aspects of good technique. Next, the student will participate in a 2 v. 2 half-court game. The student will utilize the think-pair-share technique to answer the question, "How did performance differ in the two situations?"</i></p> <p>c. Analyze the differences between closed and open skills.</p>
IV.H.2	Develop and implement an appropriate practice plan for skill proficiency.
	<p>a. Demonstrate a plan to combine skills for effective performance.</p> <p><i>Clarifying Example: The student will create a drill and demonstrate proficiency in the sequencing and/or combining of two or more skills.</i></p> <p>b. Demonstrate competence in performing motor skills required for lifelong fitness.</p>

Standard V: Physical Activity
Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.
V.H.1 Assess personal levels of health related fitness components using a standardized tool, such as Fitnessgram.
<p>a. Administer a battery of fitness tests.</p> <p><i>Clarifying Example: The student will perform a criterion referenced cardio respiratory test (pacer, mile run, etc.).</i></p> <p>b. Establish a baseline level of Health related fitness through a fitness pre-test.</p> <p><i>Clarifying Example: The student will perform a criterion referenced curl-up, modified push-up/push-up and bent-arm hang/pull-up test.</i></p> <p>c. Record and analyze individual data.</p> <p><i>Clarifying Example: The student will perform a criterion referenced flexibility test for shoulder, hamstring, and trunk flexibility.</i></p> <p><i>Clarifying Example: The student will design and present a 20-minute cardiovascular activity for peers. At the conclusion of activity, students will critique effectiveness in meeting target heart rate.</i></p>
V.H.2 Develop personal goals to enhance health related components of fitness.
<p>a. Identify fitness levels based on “healthy fitness zones” criteria.</p> <p>b. Create short-term goals to maintain and/or improve health related fitness components.</p> <p><i>Clarifying Example: The student will examine the process of setting effective short term and long-term goals.</i></p> <p>c. Create long term goals to maintain and/or improve health related fitness components.</p> <p><i>Clarifying Example: The student will record their short term and long-term personal fitness goals.</i></p>
V.H.3 Design and implement personal fitness plan based on assessment results and previously established personal goals.
<p>a. Identify activities that promote maintenance and/or improvements in all areas.</p> <p><i>Clarifying Example: The student will use the results from their criterion referenced muscular strength and endurance tests and personal fitness goals to construct a four-week fitness plan that concentrates on improving muscular strength and endurance. The plan should include a minimum of 20 minutes of muscular strength and endurance activities outside of physical education class for a minimum of two days per week.</i></p> <p>b. Formulate and execute a plan of action that meets the needs of all personal goals.</p> <p><i>Clarifying Example: The student will use the results from their criterion referenced cardio respiratory tests and personal fitness goals to construct a four-week fitness plan that concentrates on improving aerobic capacity and cardiovascular endurance. The plan should include a minimum of 30 minutes of aerobic activity outside of physical education class for a minimum of three days per week.</i></p> <p>c. Design and analyze a sport specific fitness program.</p> <p>d. Use target heart rate to monitor aerobic capacity in cardiovascular activities.</p>

e. Demonstrate the utilization of current safety practices as it relates to prevention of injury during physical activity and development or implementation of a personal fitness plan.

Clarifying Example: The student will use the results from their criterion referenced flexibility tests and personal fitness goals to construct a four-week plan that concentrates on improving flexibility. The plan should include a minimum of 10 minutes of activity-related stretching for all physical activities done outside of physical education class.

V.H.4

Reassess personal fitness plan

- a. Analyze the effectiveness of the personal fitness plan through fitness post-test.
- b. Analyze data and examine goals based on fitness assessments.
- c. Modify personal fitness plan based on personal goals and data.

Clarifying Example: The student will complete a brief constructed response (BCR) reflecting on each component within their fitness plan. The BCR should include analysis of fitness test data to provide supporting evidence as to whether goals were achieved. The BCR should also include modifications to students' fitness plans to address goals that were not met and establish new goals for those that were obtained.

Standard VI: Skillfulness
<p>VI.H.1 Demonstrate the mastery of fundamental movement skills while applying them in a variety of lifelong fitness activities.</p> <p>a. Perform and modify fundamental movement skills automatically while participating in a lifelong fitness activity.</p> <p><i>Clarifying Example: The student will demonstrate the fundamental movement skills of transfer of weight and follow through in all tennis strokes.</i></p> <p>b. Create and justify the selection of activities that improve or maintain skill related fitness.</p>
<p>VI.H.2 Demonstrate the mastery of using creative skill combinations while applying them to a variety of lifelong fitness activities.</p> <p>a. Incorporate creative skill combinations in lifelong fitness activities.</p> <p><i>Clarifying Example: The students will design a game or activity, using available equipment that incorporates creative skill combinations. (Designing a sport specific drill, a warm-up activity, a weight workout, an aerobic routine, choreograph dance)</i></p> <p>b. Apply creative skill combinations to demonstrate self-expression</p>
<p>VI.H.3 Record and evaluate movement skills to maintain or improve personal motor performance and/or fitness levels.</p> <p>a. Justify the personal selection of lifelong fitness activities.</p> <p>b. Formulate a movement plan using personal data that enhances motor performance while maintaining or improving fitness levels.</p> <p><i>Clarifying Example: The student will use the results from their criterion referenced fitness tests, and personal goals to construct a two-week plan that incorporates motor skills with fitness. Students are encouraged to include organized activities outside of physical education class (intramurals, sport leagues, karate, fitness centers, etc.).</i></p>

SECTION E
METHODS OF PUPIL ASSESSMENT



12675 Burt Road, Detroit, Michigan 48223 (313) 537-3570 phone (313) 537-6904

Schedule 7e

DCS Assessment Methods

Background:

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, and curriculum. Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?" To that end, the Detroit Community School District utilizes the following grade specific assessments to its students:

Michigan Literacy Progress Profile (MLPP) K-1

Michigan Literacy Progress Profile (MLPP) was designed for the use of trained educators to determine and document student growth in literacy development for the purpose of improving the learning opportunities of students.

The MLPP is administered 3 times per year.

Scantron Performance Series Grades 2-10

Performance Series from Scantron is a computer-adaptive test that lets you quickly pinpoint the proficiency level of your students, across a range of subjects that correspond with the specific standards of your state. This provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. The Scantron Assessment is administered quarterly each school year fall, winter, and spring,

Developmental Reading Assessment (DRA) K – 1

The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection.

The DRA is administered to all students in Gr. 1-3 during a testing window in September, January and again in May.

Scholastic Reading Inventory (SRI) Grades 6, 7, and 8

The Scholastic Reading Inventory is a research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework[®] for Reading. The most powerful feature of the *SRI* is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations. Aligned to state tests, *SRI* helps educators forecast student achievement to those important goals. *SRI* is administered to our students in the supplemental reading programs Read 180 and System 44. The *SRI* is administered quarterly.

Individualized Student Learning Plans

In an effort to assist our instructional staff with processing the various data received, the District has implemented the use of Individualized Student Learning Plans (ISLPs). The ISLPs are prepared for each student at the beginning of the school year. It contains a compilation of all available assessment data for each student in addition to intervention strategies for any GLCE's or HSCE's each student is deficient in.

SECTION F

APPLICATION AND ENROLLMENT OF STUDENTS

Application and Enrollment Requirements

Detroit Community Schools

Enrollment Limits

The Academy will offer kindergarten through twelfth grade. The maximum enrollment shall be 1140 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils or children of Academy Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application and Enrollment Requirements

Detroit Community Schools

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of approval from the Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the Charter Schools Office.
- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Application and Enrollment Requirements

Detroit Community Schools

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a preference policy for siblings or children of employees and Academy Board members, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) or child(ren) of employees or Academy Board members seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings or children of employees and Academy Board members seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students, siblings, and children of employees and Academy Board members.

Application and Enrollment Requirements

Detroit Community Schools

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The Charter Schools Office may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral “third party” such as a CPA firm, government official, ISD official or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy’s official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

SECTION G

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

SECTION 7g: SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

School Calendar

The Academy's school calendar shall comply with Sections 1175 and 1284 of the Code. The Academy's school calendar shall also comply with the minimum requirements set forth in Section 101 of the School Aid Act of 1979 (MCL 388.1701). The Academy Board must submit a copy of the Academy's school calendar to the College Board.

School Day Schedule

The Academy Board must structure the Academy's school day schedule to meet the required number of instructional days and hours as set forth in the Code and the Act. The Academy Board must submit the school day schedule to the College Board prior to the commencement of each academic year.

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SECTION H

AGE OR GRADE RANGE OF PUPILS

SECTION 7h: AGE OR GRADE RANGE OF PUPILS

The Academy will enroll students in Kindergarten through twelfth grade. The Academy may add grades with the prior written approval of the Charter Schools Office Director or the College Board.

Students of the Academy will be children who have reached the age of five (5) as set forth in MCL 380.1147:

- For the 2014-2015 school year, a child may enroll in kindergarten if the child is at least 5 years of age on November 1, 2014*.
- For the 2015-2016 school year, a child may enroll in kindergarten if the child is at least 5 years of age on October 1, 2015*.
- For the 2016-2017 school year, a child may enroll in kindergarten if the child is at least 5 years of age on September 1, 2016*.

* If a child is not 5 years of age on the specified enrollment eligibility date but will be 5 years of age not later than December 1 of a school year, the parent or legal guardian of that child may enroll the child in kindergarten for that school year if the parent or legal guardian notifies the school in a timely manner.

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